

2011-
2012



Improving Learning for Children with Disabilities Birth to 21

*Technical Assistance Document for
School Districts on Self Assessment for
Improvement*

*ILCD Team
Nebraska Department of Education*

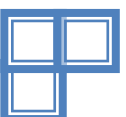


Table of Contents

Introduction	3
Overview	5
ILCD Cycle of Accountability and Improvement	7
<i>Planning</i>	<i>8</i>
<i>Self Assessment</i>	<i>11</i>
<i>Development of Plan(s) for Improvement and Growth</i>	<i>19</i>
<i>Documentation of Outcomes</i>	<i>25</i>

ILCD Inquiries

<i>Inquiry 1</i>	<i>27</i>
<i>Inquiry 2</i>	<i>33</i>
<i>Inquiry 3</i>	<i>47</i>
<i>Inquiry 4</i>	<i>59</i>
<i>Inquiry 5</i>	<i>63</i>
<i>Inquiry 6</i>	<i>72</i>
<i>Inquiry 7</i>	<i>81</i>
<i>Inquiry 8</i>	<i>87</i>

Attachments

<i>Attachment</i>	<i>A – Surveys</i>	<i>96</i>
<i>Attachment</i>	<i>B – NDE Review Form</i>	<i>110</i>
<i>Attachment</i>	<i>C – Impact Areas</i>	<i>113</i>
<i>Attachment</i>	<i>D – Improvement Plan(s)</i>	<i>115</i>

Improving Learning for Children with Disabilities

Birth to 21

Introduction

Congress enacted the Education for All Handicapped Children Act (Public Law 94-142) in 1975, to mandate a free appropriate public education (FAPE) for all children, regardless of their disability. This Act supports states and localities in protecting the rights, meeting the individual needs, and improving the educational results for children and youth with disabilities and their families. This landmark law is currently enacted as the Individuals with Disabilities Education Act (IDEA), as amended in 2004. Since the passage of Public Law 94-142, in 1975, significant progress has been made toward meeting our national goals for developing and implementing effective programs and services for all infants, toddlers, preschoolers, children and youth with disabilities.

Improving educational results for children with disabilities requires a continued focus on the full implementation of IDEA to ensure that each child's educational placement and services are determined on an individual basis, according to the unique needs of each child, and are provided in the least restrictive environment. While Public Law 94-142 issued a national challenge to ensure access to education for all children with disabilities, the 2004 Amendments to IDEA challenges us not only to continue that assurance, but also to improve results and outcomes for infants, toddlers, preschoolers, children and youth with disabilities, and their families.

IDEA requires appropriate implementation of federal and state laws and regulations to ensure that children and youth with disabilities are provided a free appropriate public education (FAPE) in natural and least restrictive environments (LRE). Accountability in the provision of early intervention, special education and related services demonstrates the effectiveness of how we plan and deliver services to meet the needs of children and youth with disabilities. Identifying gaps between current results and desired outcomes measures the effectiveness of special education services and facilitates the development of improvement strategies to ensure a more effective implementation of IDEA.

Nebraska developed and implemented the Improving Learning for Children with Disabilities (ILCD) process: 1. to identify gaps between current results and desired outcomes; 2. to facilitate the development of improvement strategies at the district level; 3. to document the implementation of federal and state laws and regulations; and 4. to document positive outcomes for children with disabilities. It is a partnership between the NDE Special Education Office and Nebraska's School Districts to gather data, analyze results, identify gaps with both Part B and Part C services, rate district performance, stimulate the development of improvement strategies, and develop and implement improvement strategies for the district. The ILCD process relies on multiple sources of data (including, but not limited to: parent/staff surveys, functional outcomes, graduation rates, drop-out rates, student file reviews, performance of students with disabilities on state-wide and local assessments) to gauge the effectiveness of special education supports and services for children and youth with disabilities. It relies on the cooperation and interagency planning by the Nebraska Department of Education, the Nebraska

Educational Service Units, and the School Districts and Approved Cooperatives of Nebraska to successfully complete the ILCD self assessment and improvement activities.

Many of the data sources used in the ILCD process are currently collected through Federal and State data requirements or through school improvement activities. Since 2000, the focus both on a state level and a national level has been on identifying gaps and improving outcomes, not just for general education students, but for all students, including students with disabilities. How a student is performing in the general education curriculum and on state assessment is critical to improving outcomes in education. With the reauthorization of IDEA in 2004, each state is required to have in place a six (6) year State Performance Plan (SPP). Since the ILCD self assessment and, more specifically, the ILCD inquiries were built on the federal areas of improvement, there is a strong correlation between the SPP and ILCD. Data gathered is shared between the two systems and improvement strategies support both the ILCD inquiries and the targets of improvement in the SPP. Nebraska's Continuous Improvement Process (CIP) includes integrated visits to assist school districts in documenting the implementation of their district wide school improvement plans. As part of these integrated visits districts are encouraged to include special education improvement activities and to expand the discussion to optimize the impact of improved service delivery in all aspects of the program. The State Performance Plan, the ILCD Process, and Nebraska's Continuous Improvement Plan (CIP) share a goal of working collaboratively to provide leadership for continuous improvement of educational systems that ensure quality instruction, equity of services, accountability for outcomes, and enhance learning for all students in Nebraska. This shared vision is also consistent with the Early Intervention goals to support healthy families, service systems, community ownership, and to maximize the impact of prevention and early intervention. This vision and commitment to the continuous improvement effort supports the ongoing development and implementation of the ILCD Process, encourages the linkage to the Continuous Improvement Process (CIP), and validates the Department's efforts to streamline all improvement activities into one continuous improvement system.

Improving Learning for Children with Disabilities Overview

Expectation

*It is the expectation of the NDE Special Education Office that the ILCD process will enhance program improvement, which will result in better services and will strengthen the partnership between school improvement and special education, and will assist the Special Populations Office in meeting their requirement to ensure the implementation of IDEA and 92 NAC 51 (Rule 51) throughout all districts. The process will provide supports for children with disabilities, allowing them full access, participation, and progress in the general curriculum and enhance functional outcomes for infants and toddlers. It is expected that ILCD will be linked to the Continuous Improvement Process, with the self-assessment supporting building level continuous improvement, as districts strive to meet the requirement to include all students in their continuous improvement efforts, as mandated by **92 NAC 10 (Rule 10)** and **92 NAC 51 (Rule 51)**. It is also expected that data collected through the ILCD will be used to document progress in meeting the targets of the State Performance Plan (SPP), in completing the Annual Performance Report (APR), the District Determinations and, publicly reporting district efforts in meeting the SPP targets through the State of Schools Report (SOSR). The Impact Areas data review and analysis, which includes data from the 8 ILCD inquiries and the 34 Part B and Part C SPP indicators, will create an overarching umbrella that ties together the Part B and Part C SPP Indicators, ILCD Inquiries, District Determinations, and Public Reporting into categories for targeted improvement with a projected outcome of improved results for infants, toddlers, children and youth with disabilities and their families.*

Process Overview

*The ILCD system is a continuous, ongoing, process of accountability and improvement, which requires School Districts and Cooperative to rate the 8 ILCD Inquiries every five (5) years. There are benchmarks throughout the ILCD system which assists districts in tracking their movement through the ILCD process. The significant benchmarks are: (1) the **planning** by the ILCD committee to oversee the process and the many activities needed to keep the self assessment moving, and also to provide the link to the school district's over all continuous school improvement; (2) the **self assessment** which includes the gathering and analysis of data and the **rating** of all 8 of the inquiries (5 year requirement); (3) the **NDE review** of the district's ILCD process following the rating of the 8 Inquiries; (4) the **development and implementation of improvement and growth plans**; and (5) the **ongoing nature** of growth and improvement to enhance the process, and influence outcomes for children and youth with disabilities.*

The benchmarks assist the district in developing and implementing each element of the process. Benchmark 1: supports the formation and maintenance the ILCD Steering Committee, develops a plan for the process; supports new aspects to the process and provides leadership and links to the district's overall continuous improvements. Benchmark 2: guides the district's gathering, compiling, sorting and analyzing of data for each of the inquiries. The analysis of information gathered and the rating of the 8 Inquiries using the ILCD Performance Level Rubric. Benchmark 3: the district reviews inquiries and indicators, completes an analysis of the inquiries and

indicators in relationship to the impact areas, and develops its improvement activities.

Benchmark 4: NDE conducts a review of the district's self-assessment. Benchmark 5: the district implements its improvement strategies, measures its progress, and plans next steps in the improvement process. A district may decide to combine some phases of the ILCD process in order to establish an alignment with their school's continuous improvement process timelines, or to support ongoing activities.

ILCD Implementation

Planning	Self-Assessment	Development of Improvement Plan(s)	Documentation of Outcomes
Maintenance of the ILCD Committee, linkage to the School Improvement Committee, oversight of the process Review of outcomes Outlining strategies Self-Assessment	ILCD Committee oversight of the process Data Collection Data Analysis of Inquiries and Components Problem Identification and Problem Analysis Scoring the ILCD Self-Assessment Performance Level Rubric (Rating the Inquiries) NDE Review of Inquiry Ratings	ILCD Committee oversight of the process Data Gathering ILCD Inquiries SPP Indicators/Targets Continuous Improvement Goals Data Analysis of ILCD Inquiries and Components and SPP/APR Indicators within the 4 Impact Areas Development of Plans for improvement and growth	ILCD Committee oversight of the process Implementation of Improvement Action Plan(s), implementing timelines, and data collection activities. Reporting Progress to School Improvement/ILCD Steering Committee E-mail of Completion of ILCD Cycle, indication of date for beginning new cycle is sent to NDE Regional Contact

Inquiries

- **Inquiry 1: Parent Involvement and Family-Centered Services**
- **Inquiry 2: FAPE/ Public Awareness, Child Find, and Identification**
- **Inquiry 3: FAPE/ Provision of Appropriate Services**
- **Inquiry 4: FAPE/ Behavior**
- **Inquiry 5: FAPE/ Assessment and Early Childhood Outcomes**
- **Inquiry 6: FAPE/ Natural and Least Restrictive Environments**
- **Inquiry 7: Secondary Transition and Part C to Part B Transition**
- **Inquiry 8: General Supervision**

Rating the Inquiries

The district/cooperative will gather data from a number of sources and analyze it to determine the level of performance using the ILCD Self-Assessment Performance Level Rubric to rank their district's performance on each inquiry. The ranking will be one of the following: • **Strength**; • **Meets Requirements**; • **Needs Assistance**; • **Needs Improvement**.

***The ILCD Cycle of Accountability and Improvement
Birth to 21***



ILCD Facilitator

The ILCD Facilitator is the link between the school district and the Nebraska Department of Education (NDE), Office of Special Education. The role of the ILCD Facilitator is to provide technical assistance and support to help districts successfully complete the ILCD process, within the required timeline. The individual district and the Facilitator will determine if and how the Facilitator will participate in the district's ILCD process. The amount of support will vary with each district. The ILCD Facilitator should be prepared to meet regularly with the school district's Special Education Director and the District's ILCD Steering Committee, tailoring the visits to the needs and requests of the district. The District's ILCD Committee and the ILCD Facilitator determine which of the following activities will be provided by the ILCD Facilitator to the district:

- *ILCD Process Overview Training for the ILCD Committee; training new and replacement members;*
- *In-service training for other groups within the district to provide general knowledge of the ILCD process;*
- *Make available ILCD technical assistance materials, including the ILCD workbook, surveys, training materials, etc;*
- *Assist in developing a local timeline of ILCD activities;*
- *Assist in locating and obtaining necessary data;*
- *Assist in the planning, staging and implementation of data gathering activities;*
- *Assist during the analysis of local and state data; and*
- *Assist during problem solving activities and the development of improvement strategies.*

As part of the NDE/ILCD Facilitator Grant, the ILCD Facilitator is responsible for the following:

- *Working as a link between NDE and the school district to implement the ILCD process;*
- *Meet and participate in all NDE/ILCD Facilitator Project activities;*
- *Develop and submit the ILCD plan for their ESU through the NDE Grant Management System (GMS), which will include the evaluation and annual report on the activities completed with districts; and*
- *Prepare the annual report, through the NDE GMS System, on the ILCD activities with the districts in their area.*

Planning

The **Planning** activities of the ILCD process is the work of the ILCD Steering Committee, or more appropriately, the ILCD membership in the district's overall Continuous Improvement Committee. It is strongly recommended that the ILCD committee be a part of the district's larger continuous improvement committee. This will not only give a broader perspective on the status of special education services in the district, but will also assist school personnel and parents in developing more global and effective improvements for the district.

Committee Responsibilities: ***The ILCD Self-Assessment is to be completed by the ILCD Committee. It is not the responsibility of one person to complete this process, and particularly, not the sole responsibility of the district's special education director, or the special education teacher(s) in the district.***

ILCD Committee Membership

The ILCD Committee membership is key to the success of the self assessment. Members should be selected who have a vested commitment to improving not only the district's special education programs, but also to improving the school district's entire educational program. Membership from the district should include at a minimum:

- General education administrator;
- General education teacher(s);
- Special education administrator;
- Special education teacher(s); and
- at least one Parent of a child with a disability

The rest of the committee membership should include parents of children with and without a disability, the ILCD Facilitator, Part C service providers, Health and Human Services representatives, private service providers working in the district and other groups or organizations involved in the education of students with disabilities. The membership of the ILCD Steering Committee should reflect the ethnic and cultural diversity of the area, and include individuals with disabilities.

Responsibilities

The ILCD Committee should be an integral part of the self assessment, the development of improvement strategies, the assessment of outcomes and the general oversight of the process.

Responsibilities of the ILCD Committee members include:

- Present the views and perspectives of the stakeholder groups represented;
- Provide objective advice based on facts and reliable data;
- Coordinate data collection and analysis;
- Identify intervention strategies to create a plan of improvement;
- Assist the school district during each phase of the ILCD improvement process;
- Assist in the analysis of the data collected;
- Assist in the rating of each of the inquiries; and
- Provide the link and liaison to the district's School Improvement Committee.

The ILCD Committee may request information from the building and district level personnel. Data from each building, the School Report Card data and the State of the Schools Report (SOSR), will be valuable to the ILCD Committee in their analysis and completion of the ILCD Self-Assessment. The ILCD Committee may also request information and data about early intervention from the planning region teams, families, and staff.

The ILCD Steering Committee meeting topics should include at a minimum:

- *Maintaining ILCD Steering Committee membership;*
- *Reviewing, and if needed, redefining the role of the ESU ILCD Facilitator;*
- *The ILCD Steering Committee and its link to the district school improvement process;*
- *Identifying, planning, and implementing training; and*
- *Timelines for the ILCD process.*

All ILCD Committee members are encouraged to be in attendance at the meetings of the ILCD Steering Committee, as important training and information will be provided and decisions made. During a meeting several activities may occur:

- *ILCD Process Overview Training for the Sub-Committee will be conducted with new members;*
- *Dissemination of the ILCD technical assistance materials;*
- *Review of ILCD Steering Committee membership and determination whether any additional individuals should be added;*
- *Identification and scheduling of ILCD trainings;*
- *Identification of the data sources to be used in the ILCD process, and*
- *Reviews each of the 8 inquiries and their specific components.*

Completing the Self-Assessment

Completing the Self Assessment is the most intensive component of the ILCD process, since the data collection, data analysis, and the rating of inquiries occurs during this phase. Data is the backbone of the ILCD process. The collection of data from a multitude of sources will assist districts in defining the current status of the special education services they are providing and identifying the areas for improvement and growth.

Data Collection

Districts begin, with the guidance of the ILCD Committee, the self-assessment phase of ILCD by collecting and analyzing data to identify strengths and areas for improvement and growth in the special education and early intervention supports and services provided to children and youth with disabilities. The self-assessment process includes data collection and analysis: performance and assessment data, survey data, file review data, administrative review data, and observational data. Data is useful not only for special education and early intervention continuous improvement, but is also an important element of the overall district continuous improvement process. The District's ILCD Self-Assessment is used to record the findings of their data analysis, to describe their plan of action, and to measure progress.

The ILCD process requires the collection and analysis of data gathered from a variety of sources. The Nebraska Departments of Education (NDE) and Health and Human Services (HHSS) will provide some of the data. The remaining data to be analyzed during the self-assessment stage of the process is identified and collected by the district, with help from the ILCD facilitator and other technical support staff as needed. The ultimate goal is to gather enough accurate information to enable the district to respond to each inquiry included in the ILCD Self-Assessment in a way that is reflective of their district.

As the ILCD Committee plans for data collection, consideration should be given not only to how the data will be collected, but how the data will be made available during the data analysis to follow. The strength of the ILCD process lies in the use of multiple sources of data to assess the district's performance on each of the 8 Inquiries. It is important that the data collected from each source is clean and organized before moving on to data analysis. However, collecting and organizing information from many data sources can be complicated. To assist districts in completing this task, worksheets for each Inquiry have been developed, and are contained in this workbook. Each worksheet includes suggested sources of data to be used in the self-assessment. For some Inquiries, this may include data already collected by the state. In addition to the sources of data listed in the worksheets, the district should consider using local data that may help to address each Inquiry. Local data is often more meaningful and should be used whenever possible in the self-assessment cycle of ILCD.

Local Data Sources

Information collected and housed at the school district is considered local data. The responsibility of identifying, collecting, and analyzing local data rests primarily with the district/cooperative. The ILCD Committee should determine how the local data will be collected and by whom. The information may need to be collected from individual buildings or from the district's central office or cooperative, depending on how the school district has chosen to collect and store this information. If a school district is currently not collecting the required data, it will be necessary to formulate a plan to begin the collection process. The sources of local data are endless, and school districts are encouraged to include data that are unique to their district.

When the district/cooperative collects the various pieces of local data, it will need to be made available to the Steering Committee members. An initial analysis should be conducted to determine if all pieces of data have been collected and organized into a usable format. The school district may want to prepare a summary of results, or visual representations of the data before moving on to the more in-depth analysis.

Districts should consider using the following data sources to complete their ILCD Self-Assessment:

Surveys

The ILCD Surveys (District Staff, Part B Parents of Preschool and School Aged Children and Youth with Disabilities, Planning Region Teams, Services Coordinators and Other Service Providers, and the Part C Nebraska Family Survey) may be conducted as an initial step in the self-assessment phase. The surveys have been designed to yield information on specific components across all 8 Inquiries.

Part B Surveys

The Part B Parents of Preschool and School Aged Children and Youth with Disabilities Survey is designed to collect information on how parents are involved in the special education process; how parents rate the appropriateness of their child's special education and related services; whether parents are given opportunities for involvement in school/program improvement and the impact of the services. The surveys are distributed in a number of ways: the district may wish to mail them home, disseminate the surveys to parents during parent-teacher conferences, or give the surveys to parents at IEP meetings. In districts with large numbers of parents who are not fluent in English, other methods of obtaining input may need to be considered. A cover letter should be developed and sent with the survey so parents understand the purpose of the survey and the importance of their input. It is important to distribute the surveys in such a way that parents are allowed adequate time to complete their survey and are allowed to return the survey in a manner that ensures confidentiality. The IDEA Part B Parent Survey provides information on the scope of services, the quality of services, the impact of services on children and youth, and the impact of services on families.

The Part B Special Education Staff Survey is designed to collect information on how the special education personnel and selected general education personnel view their role in the special

education process in their building and their participation in the process. The survey is used as a data source for a number of the inquiries and also to determine training needs and topics.

Part C Surveys

The Part C Nebraska Family Survey is designed to collect information on how parents are involved in the special education process; how parents rate the appropriateness of their child's special education and related services; whether parents are given opportunities for involvement in school/program improvement, and the impact of services on not only parents, but also on the family. This survey is distributed to all parents of children (Birth through 2) annually, and data is gathered with assistance from the Service Coordinators. The IDEA Part C Nebraska Family Survey provides information on the scope of services, the quality of services, the impact of services on children and youth, and the impact of services on families.

Part C and Part B Surveys

The Planning Region Teams Survey is used to collect information from the Planning Region Teams Birth to Age 5. The Planning Teams establish operational procedures; determine a local lead agency to assist in the coordination of the Planning Region Team activities, and assist each school district or approved cooperative in the ILCD process and ongoing activities for children with verified disabilities from birth to age five through a plan of services prepared on a regional basis and updated annually. Such plans must address gaps and barriers in service delivery, training and technical assistance, and resources as identified by services coordinators and planning region team members.

The Special Education Service Providers Survey is designed to collect information on how the special education service providers, who contract their services, view their role in the special education process in the school districts they serve and their participation in the process. The survey is used as a data source for a number of the inquiries, and also to determine training needs and topics.

Other Local Data

Personnel Reports: Information on staff, certification and endorsement in required areas.

The State of Schools Report includes information on District Demographics, District Comparisons, NeSA, Federal Accountability, National Student Performance, Career Education, Special Education Facts, Student characteristics, Teachers, Schools, and Reports.

School improvement data reports information from onsite integrated and nonintegrated visits from NDE.

Dispute resolutions, complaints and due process hearings outcomes and follow-ups for correction of incidence of noncompliance.

District Performance on the State Performance Plan targets for both Part B and Part C.

Annual district determinations which include information from the district performance report and reported on the district's ILCD website.

State Data

Monitoring Data, including File Reviews and Desk Reviews : The results from NDE's five year monitoring file reviews for both Part B and Part C will be uploaded onto the district's ILCD website and should be utilized in the analysis of the appropriate inquiries. File reviews may conduct limited file reviews to gather some local data, but the NDE monitoring process is carried out on a 5 year cycle, and can serve as a source of data for the district.

SPP/APR Performance Report: This report is generated annually by NDE to track individual district performance in meeting the SPP targets for both Part C and Part B. The updated annual performance data is used to calculate the district's annual district determination, and to report on the State of the Schools Report for public reporting.

Inquiry Home Pages

The Self-Assessment Workbook is provided as a tool to assist school districts in the completion of the self-assessment step of the ILCD process. This workbook provides a home page for each inquiry and its components. This allows for easy dissemination of the inquiries/indicators to the workgroups or individuals responsible for each one. The workbook contains important information regarding the sources of data to be considered, how to calculate the baseline data, how to do an analysis of all data from all sections, and how to develop plans for improvement and growth.

The worksheets are arranged in the following manner:

1. In the top right corner of the page is the inquiry number.

2. Inquiry and Components

The Inquiry and its components are restated to ensure that the workgroup or individuals working on each Inquiry know the exact language of the Inquiry and its components they are addressing.

3. Purpose

The purpose is intended to clarify what the Inquiry or component is measuring. This will also assist districts in identifying data sources that may be available to provide an accurate picture of what is happening in the school district.

4. Method

This section suggests where to gather the data necessary to respond to the Inquiry and its components and how to perform the calculations necessary to organize the data into a format that is able to be interpreted or compared easily.

5. Raw Data

This section is sometimes combined with the method section depending on the type of information required to respond to the inquiry. This is an area to record raw data and sometimes contains tables or other tools to assist in organizing raw data to simplify the necessary calculations.

6. Analysis

The analysis section is provided as a space to document the baseline data and supply it to the school district. There may be bulleted questions to assist the districts in reviewing the data. This space may be used to brainstorm ideas about what the data means to the district.

The ILCD Committee will determine how the self-assessment document is completed, how all information will be collected and organized, and will determine who will enter information into the self-assessment document, having access to the district's secure ILCD website.

Performance Level

The performance level rates the performance of the school district/cooperative. There are four possible performance levels which are used to determine the district's performance on each inquiry: **Strength; Meets Requirements; Needs Assistance; and Needs Improvement.**

If the inquiry is identified as **"Strength"** or **"Meets Requirement"**, the process is complete for that inquiry, and no further information is needed. If the inquiry is identified as **"Needs Assistance"** or **"Needs Improvement"**, a plan, which includes at least one strategy for improvement and a method for documenting progress is required.

Example: A file review indicates that the school district failed to provide the required Parents' Rights document 80% of the time. If in-service training for district staff is chosen as a strategy for improvement, and documenting the percent of staff participating in this in-service is the improvement monitoring method, it is not likely that improvement can be demonstrated. Measuring the percent of staff participating in in-service training does not tell whether they are any better at providing the required Parents' Rights document. In addition, it is critical that the progress measurement method is the same as used to establish the baseline data. In this case, since the baseline data came from a file review, a file review would need to be conducted in the future to check for improved performance regarding this inquiry.

Rating the District Performance on the 8 Inquiries

The performance rating of Inquiries is one of the benchmarks for determining that a district is implementing the ILCD process. School districts are required to rate each of the eight (8) Inquiries together, one time during a five year period, using the ratings rubric and recording their findings (rating) on each of the Inquiry's home page on the ILCD website. You are not to rate the Inquiries until data has been collected for all of the Inquiries, and the ILCD Steering Committee is satisfied that it has adequate information on which to base their rating.

Data Analysis

Data analysis is the most critical step in the self-assessment phase. The purpose is to determine the school district's strengths and needs in each one of the Inquiries. After the data has been collected, it must be analyzed, interpreted, and utilized in response to the ILCD Self-Assessment. Data must be carefully scrutinized to assess areas that represent strengths, as well as areas of need. This analyzed data will constitute the baseline data to which performance in following years will be compared.

Data analysis does not necessarily refer to statistical analysis, but rather to summarizing and interpreting the relevant factors in relation to the data that has been collected. Some data will need to be analyzed to determine if there are differences and similarities between special education students and their general education peers. Some data needs to be reviewed over time looking for trends in outcomes or progress. In addition, some local data will need to be compared to state data.

Using multi-sourced data provides a powerful basis for assessing the school district's performance on each Inquiry. This section provides general information regarding the use of a problem-solving approach during analysis, and guidance for completing the self-assessment. In addition, the worksheets provided in this workbook will guide the district step-by-step through the analysis and documentation of the data for each Inquiry.

Problem identification is the first step in problem solving. It utilizes data to make decisions regarding each Inquiry and assist the school district in determining which Inquiries need further analysis and improvement planning. In considering each Inquiry, it is critical that the individuals conducting the analysis understand the purpose of the inquiry and what is being measured. The first section of each Inquiry worksheet addresses this information. It also contains the data pertaining to each inquiry, along with guidance for performing any needed calculations. Once the data is known, those conducting the analysis must use the data to rate the current performance level of the school district on each inquiry using the ILCD Self-Assessment Performance Level Rubric. The four performance levels are: 1. Strength; 2. Meets Requirements; 3. Needs Assistance; 4. Needs Improvement. The rubric describes criteria that will assist the district in selecting a rating for each of the self-assessment inquiries. Data analysis and the rating assigned to each inquiry determine to what extent that inquiry will be addressed.

If an inquiry is determined to be in the Strength or Meets Requirements level, the analysis for that inquiry is complete. In this case, no problem associated with the inquiry has been identified. The baseline data and rating are recorded on the ILCD Self-Assessment worksheet for the inquiry.

If an inquiry is rated in the ‘Needs Assistance’ level, or at the “Needs Improvement” level a problem associated with the inquiry has been identified. These inquiries must contain the baseline data for the components of the inquiry, the performance rating, the improvement strategies selected, as well as, the documentation of the improvement method. In this case, the problem-solving process continues to the second step, that of Problem analysis.

Problem analysis uses data to further analyze the issue found in the elements contributing to the problem. As an example, consider a rating of Needs Improvement on the inquiry related to the parents’ and students’ opportunity to be actively involved in determining appropriate services. There are many elements such as forms, procedures, record keeping and staff awareness/knowledge that may be contributing to this problem. The school district would need to look closely at the data to begin to understand where the source of the problem lies. Is it one or a combination of elements that are contributing? It is this analysis, which will enable the school district to select the most viable intervention to address improvement planning.

***Rating the 8 Inquiries**

Following the analysis of all the data for each of the inquiries, the ILCD Steering Committee and other appropriate participants from the district will rate each of the inquiries based on the ILCD Performance Level Rubric. While data is collected on the indicators from the SPP Part B and the SPP Part C, services provided by school districts in Nebraska are based on School Age Services (5 to 21) and Below Age 5 Services (Birth to 5). Therefore, in the future district’s will review and rate the their performance on each of the Inquiries, giving themselves a rating for School Age Services (formerly Part B) and Below Age 5 Services (formerly just Part C). This will call attention, in particular, to the 619, Preschool Services, which for funding purposes is under Part B Special Education and Related Services, but does all of its planning and development of services and training in partnership with early intervention services, and Planning Region Teams in Nebraska.

ILCD Performance Level Rubric

STRENGTH

1. *Occurring systemically throughout the school district.*
2. *Data sources agree and indicate strength.*
3. *Local performance data exceeds state performance data.*
4. *District Determination level is at the Level A – Meets Requirements for the last 5 years.*
5. *School district practices or procedures exceed minimum legal requirements and reflect best practice.*
6. *No systemic compliance issues identified during student file review.*
7. *School-wide improvement strategies are being utilized to address concerns and encourage growth .*
8. *A positive response to survey questions, met the target for Parent Involvement under Part B.*

MEETS REQUIREMENTS

1. *Concerns are limited to isolated buildings or classrooms within the school district.*
2. *Data sources agree and indicate minimum compliance.*
3. *Local performance data is equal to state performance data or the difference is not significant.*
4. *District Determinations level is at Level A – Meets Requirements for at 3 of the previous 5 years. Not meeting all the targets, but demonstrating progress in meeting the targets.*
5. *School district practices or procedures meet federal or state requirements.*
6. *Identified compliance issues are at less than 20% of the sampling, and are corrected.*
7. *School-wide improvement strategies are not necessary to address concerns.*
8. *A positive response to survey questions, met the target for Parent Involvement under Part B.*

NEEDS IMPROVEMENT

1. *Systemic concerns are evident in multiple buildings or classrooms within the school district.*
2. *Data sources provide conflicting information.*
3. *Local performance data is below state performance data.*
4. *District Determination level is at Level B – Needs Assistance for more than 2 of the previous 5 years. Not meeting all the targets, but demonstrating progress in meeting most of the targets.*
5. *Inconsistent implementation of policies and procedures throughout the school district is evident.*
6. *Identified compliance issues are at less than 20% of the sampling, and are corrected.*
7. *School-wide improvement strategies are necessary to address concerns.*
8. *Conflicting responses (positive or negative) to survey questions.*

NEEDS ASSISTANCE

1. *Violations of requirements are occurring pervasively throughout the school district.*
2. *Data sources agree that state and federal requirements are not being met.*
3. *Local performance data is significantly below state performance data.*
4. *Policies and procedures are not implemented or are implemented incorrectly throughout the school district.*
5. *Consistently missing the targets for the SPP Indicators without demonstrating any real improvement toward meeting the target.*
6. *Identified compliance issues are at greater than 20% of the sampling, and extensive corrective action plans are required.*
7. *School-wide improvement strategies are necessary to address concerns.*
8. *Negative responses to survey questions.*

Development of Improvement and Growth Action Plans

NDE Review

Review of the completed self assessment by NDE and other outside sources the district may select for their review team, are essential to determine the validity of the inquiry ratings; and the district's analysis of the their inquiry ratings in relationship to the targets of the SPP/APR and the overall school improvement goals/activities of the district. That analysis will assist districts in the development of their plans for improvement and growth, and in participating in the continuous improvement plan for their school.

Development of Growth/Improvement Plan

In this new era of accountability, improvement, and growth, there is a need to provide continuous opportunities for district to display improvement in deficient areas and growth in those areas which strengthen their schools. Data and accountability activities are being used to monitor districts performance in a number of areas; academics, curricula, special education, etc. District participation in a self assessment of the content and quality of its programs has fostered new interest by districts to look at individual programs within the broader perspective of district wide growth and improved outcomes for all students.

Growth Action Plans (GAPS) should be developed so you as a district may support the continuous improvement process, addressing requirements, but also growing services and outcomes for all students.

For Example: *Let's assume that your district is currently providing inclusive activities, beyond the usual music/art /PE, to students who receive special education services. Currently 68.9% of students receiving special education and related services are spending over 60% of their day in the regular classroom, which is 10 points higher than the state target of 58.5%. This would be considered a strength for your district. When you breakdown the 68.9% over the three levels of elementary, middle/junior high school and high school, you discover that the district meets the state target or above on the elementary and high school levels, but is 2 points below (56.2%) on the middle school/junior high level. A Growth Action Plan is developed and implemented for increasing the inclusion numbers on the junior high/middle school level, by reviewing the curriculum, class size and teaching methods (modifications/accommodations) currently utilized in the buildings, implementing changes to those areas, providing inclusive experiences for more students and documenting the impact through test scores from all students. This is a GAP which will not be completed in one year. It will require the cooperation between regular education and special education, the support of the building and district administration, the support of parents through the PTO or the ILCD Committee/School Improvement Committee, and most importantly the staff and students. It is an opportunity for the school district to demonstrate the willingness to grow, and through that growth have a positive impact on all student outcomes.*

Data Analysis

Data analysis is the most critical step to implementing improvement and growth within the district. The purpose is to determine the school district's strengths and needs which will lead to continuous improvement and better services, not only for students with disabilities, but for all students. After the inquiries have been rated, the next step is to analyze those ratings in a broader arena, using a variety of data sources. A "drill down" with the information provided by

these data sources will provide the baseline for the development of the district's growth plan for the future.

Data analysis does not necessarily refer to statistical analysis, but rather to summarizing and interpreting the relevant factors in relation to the data that has been collected. Some data will need to be analyzed to determine if there are differences and similarities between special education students and their general education peers. In addition, some local data will be compared to state data.

Data Sources for Analysis

ILCD Inquiries

Review the ratings for each of the ILCD Inquiries. Look for the strengths and weaknesses in each of the ratings, and what can assist growth.

SPP/APR Indicators

Part C State Performance Plan Indicators – 14

- 1. IFSPs in a timely manner*
- 2. EI services at home or in community-based settings*
- 3. Infant and toddler outcomes*
- 4. Family outcomes*
- 5. Birth to age 1 children served*
- 6. Birth to age 3 children served*
- 7. Evaluation and initial IFSP within 45 days*
- 8. Transition at age 3*
- 9. Noncompliance corrected within one year*
- 10. State complaints resolved within 60 days*
- 11. Due process completed within 45 days*
- 12. Resolution sessions that result in agreement*
- 13. Mediations that result in agreement*
- 14. 618 data on time and accurate*

Part B State Performance Plan Indicators – 20

- 1. Graduation rate*
- 2. Dropout rate*
- 3. Statewide assessment: participation and performance*
- 4. Suspension/expulsion rates*
- 5. Least Restricted Environment (LRE) for students ages 6-21*
- 6. LRE for children ages 3-5*
- 7. Child outcomes for children ages 3-5*
- 8. Parent involvement*
- 9. Disproportionality of race/ethnicity in special education and related services*
- 10. Disproportionality of race/ethnicity in disability categories.*
- 11. Evaluation complete in 60 days*
- 12. Transition from Part C to Part B with Individual Education Plan (IEP) by third birthday*
- 13. Transition planning on IEP by age 16*

14. *Post-School outcomes*
15. *Noncompliance corrected within one year*
16. *State complaints resolved within 60 days*
17. *Due process completed within 45 days*
18. *Resolution sessions that result in agreement*
19. *Mediations that result in agreement*
20. *State reported data to OSEP on time and accurate*

Impact Areas

Nebraska has organized the State Performance Plan (SPP) Indicators (Targets for state improvement) and the ILCD inquiries into four (4) Impact Areas that tie together various data collections and improvement processes into one overall continuous improvement process.

- ***Impact Area 1:*** Improving Academic Achievement, Functional Outcomes and Child Outcomes in Natural and Inclusive Environments
 - *Part B Indicators 1, 3, 5, 7, 9, 10*
 - *Part C Indicators 2, 3, 5, 6*
 - *ILCD Inquiry 2, 3, 4, 5, 6*
- ***Impact Area 2:*** Improving Communication and Relationships Among Families, Schools, Communities and Agencies
 - *Part B Indicators 2, 4, 8, 11*
 - *Part C Indicators 4, 5, 6*
 - *ILCD Inquiry 1,3, 4*
- ***Impact Area 3:*** Improving Transitions from the Early Development Network to Preschool and from School to Adult Living
 - *Part B Indicators 12, 13, 14*
 - *Part C Indicators 8*
 - *ILCD Inquiry 7*
- ***Impact Area 4:*** Improving Accountability and General Supervision
 - *Part B Indicators 15, 16, 17, 18, 19, 20*
 - *Part C Indicators 9, 10, 11, 12, 13, 14*
 - *ILCD Inquiry 8*

ILCD District Plans

ILCD Growth Action Plan, which is either an Improvement Plan, or part of a School Improvement Action Plan/Goal, will be developed to address those improvement strategies identified by the district's ILCD Steering Committee. Once the district has addressed any compliance issues, they will then set upon the task of developing Action Plan(s) for the improvement needs identified as part of their self-assessment. These improvement needs are not related to the School Improvement activities for that year, but they may be an improvement that will affect school improvement over the upcoming years.

ILCD Improvement Plans will also be submitted to the district's NDE Regional Program Specialist for review of content and impact on any compliance issues. An improvement plan will be reported on at the completion of the 4 phases and 5 year cycle. A progress report will submitted to the district's ILCD Steering Committee.

Continuous Improvement

The Continuous Improvement will be something that supports the activities of the overall school improvement/growth plan for the district. This is an internal activity that will demonstrate the linkage between ILCD and School Improvement, and will document interaction of staff and administration to promote improvement.

NDE Review of District ILCD Process

It is the responsibility of the NDE Regional Representative to complete a review of the ILCD process with each of the school districts within their assigned ESUs, following the completion of the rating of the Inquiries and the development of improvement/growth plans.

District Responsibilities

Preparation for Review Process

The district will contact their NDE Regional Representative to indicate that they have completed the rating of their Inquiries, and are preparing their improvement/growth plans for review. This information may come directly from the district, or it may come from the ILCD Facilitator working with the district.

Materials

*The district personnel will determine the materials they will be sharing with the NDE Regional Representative. **Materials should not be sent to the NDE office, since these are materials developed and maintained in the district, and will not be maintained by NDE.***

NDE Staff Responsibilities

Preparation for Review Process

The review of each of the school districts will be completed with some district specific features, but must include all the components outlined in this protocol to insure consistency and rater reliability among the Regional Representatives from NDE. The following are the steps to be completed by the NDE Regional Representative assigned to your area.

Step 1: Contact from the District or the ILCD Facilitator:

This will establish the role the facilitator has taken with the school district. In some cases the ILCD Facilitator is the Special Education Administrator for the district, and is very actively involved in the ILCD process, and in other cases the ILCD Facilitator may have shared information on the ILCD process with the school district, done some training, but other than that has not been involved in the implementation of the ILCD process in that district. It will be important to note the involvement of the ILCD Facilitator. The contact should indicate that the district/cooperative is ready to enter Phase 3, and review of the ILCD self-assessment.

Step 2: Contact the District/Cooperative or the ILCD Facilitator:

The NDE Regional Representative will contact the appropriate person, and set up the time for the visit, and review the intent of the Phase 3 review.

Structure of the Review

There is no set format to how the review is to be conducted. The NDE person may come to the district, the district people may come to the NDE person. The information sharing is the most important and the ability to discuss the self assessment process and the ratings of the inquiries with someone outside of the district. Data/findings may be challenged but this is an opportunity for districts to assess their findings, and validate that the findings are supported by clear and concise data. It would be important to include as many of your ILCD committee members as possible in the review. It is an opportunity for them to participate in the discussion and plan for the future.

Review the General Information:

County/District #

School District Name

Date of the Review

NDE Reviewer(s)

Participants on the Review Team from the School District

Members of the ILCD Steering Committee

Review of Data and Ratings:

Information on the membership, the meetings and the training activities carried out by the ILCD Steering Committee: This information will help the reviewer(s) understand the extent of the alignment between the ILCD and SIP Processes. It also indicates the level of training given to the ILCD Committee members and any difficulties the team may have experienced in completing the ILCD self assessment. Additionally, any of the activities the ILCD Committee has conducted that were considered exemplary should be discussed and acknowledged during this process.

Review the ratings on the Inquiries and correlation to data collected: The NDE Review will include a review of all data to determine if the baseline data supports the performance rating for each of the Inquiries, with an opportunity for the district to discuss each of the inquiries, and the impact of the process in identifying strengths and weaknesses across the district. Performance rating correlates to the baseline data presented by the district.

Review the district's plan for the development and implementation of the improvement strategies: A district plan for developing and implementing improvement or growth strategies for those issues and concerns identified by the ILCD Committee. The plan should outline the district's timelines for implementing improvement and growth strategies and activities. It should provide general information on the content of the

strategies and activities, the hoped for improvement to be achieved, the intended impact on student/child outcomes and its relationship to school improvement.

***Follow up contact with the District:** The Regional Contact from NDE will provide a report to the district stating that the NDE Review was completed, the findings from that review, and any further activities identified during the meeting, in many cases, the further activities will be minimal, or not required.*

Implementation of Action Plans Measurement of Progress and Outcomes Planning for the Future

The implementation of Plans for improvement and growth, the monitoring and evaluation of progress in meeting components of the plans for growth and improvement, and the documentation of child outcomes provides the foundation for further investigation and the support for new and innovative practices. The implementation of the GAPs will designate that the district has begun the final phase of the cycle. This phase may cover more than one year since the measurement of progress/outcomes may require a longer period of evaluation.

Implementation of District Growth/Improvement Plans:

The District Growth/Improvement Plan is developed to address areas of The ILCD Action Plan for improvement strategies is implemented and monitored. All of the improvement strategies should be reviewed for content, improvement achieved, impact on outcomes and its relationship to school improvement. This phase will provide the districts with the opportunity to implement their improvement strategies and corrective action plan activities, gather data on the strategies, and analyze the information.

Measurement of Progress and Outcomes:

The district will review the outcomes from the improvement strategies, and determine if existing strategies need to be continued, modified or completed by the end of this phase. The ILCD ESU Facilitator is available to work with districts to identify next steps in the ongoing ILCD process.

Planning for the Future:

This phase also includes the completion of improvement strategies and interventions, reviewing their impact, and developing plans for the future. What are the next steps, pointing in the direction of improvement, and planning strategies for consideration by the ILCD Committee.

Inquiries

PARENT INVOLVEMENT AND FAMILY CENTERED PRACTICES

INQUIRY 1

Do school districts facilitate parental involvement in improving services and results for infants, toddlers, children and youth with disabilities?

Components

- 1A.** *Are parents of preschoolers, children and youth with disabilities provided opportunities to participate in program/school improvement activities that result in improved outcomes for their children? Do parents of infants, toddlers, preschoolers, children and youth with disabilities have the opportunity to be involved in determining appropriate early intervention and special and related services?*
- 1B.** *Are families who are participating in Part C services provided information on their rights, on how to effectively communicate their child's needs, and on how to help their child develop and learn? Are family centered practices embedded in all aspects of early intervention for the families of infants and toddlers?*

Analysis

- *Is there a sufficient number of responses to the surveys to gather reliable data?*
- *Is there agreement among all sources? If not, what accounts for the differences among the Parent Survey, Staff Survey, EI Surveys and the student file review, the policies and procedures and forms review?*
- *Is there evidence of a pattern indicating that parents of children and youth with disabilities have the opportunity to participate on committees and advisory panels that are studying school and program improvement?*
- *Is there evidence of a pattern indicating parents (families) have an opportunity to participate in determining appropriate services?*
- *Is there evidence of a pattern indicating that parents (families) have opportunities to discuss their concerns and priorities, and identify resources?*
- *Is there evidence of a pattern of providing parents with training and learning opportunities?*
- *Does the district meet the Part B SPP target as stated in Indicator 8?*
- *Does the district meet the Part C SPP target as stated in Indicator 4?*

Rating – Inquiry 1

Part B – Special Education and Related Services				Part C – Early Intervention			
Strength	Meets Requirements	Needs Improvement	Needs Assistance	Strength	Meets Requirements	Needs Improvement	Needs Assistance
Rational for Rating:				Rational for Rating:			

Note: If this Inquiry is rated "Needs Improvement" or "Needs Assistance, an improvement plan/strategy must be developed.

PARENT INVOLVEMENT AND FAMILY CENTERED PRACTICES

COMPONENT 1A

Are parents of preschoolers, children and youth with disabilities provided an opportunity to participate in program/school improvement activities that result in improved outcomes for their children? Do parents of infants, toddlers, preschoolers, children and youth with disabilities have the opportunity to be involved in determining appropriate early intervention and special and related services?

PURPOSE

To ensure that, as appropriate, parents of preschoolers, children and youth with disabilities are given opportunities to participate in program/school improvement activities. To ensure that parents of infants, toddlers, preschoolers, children and youth with disabilities are active participants in the decision making process when their child's early intervention and special and related services are being determined by the IFSP or IEP Team.

DATA SOURCES

Part B

- Data from membership lists and other documentation collected from buildings to determine if parents of children and youth with disabilities and the children and youth with disabilities, themselves, are involved in a variety of program/school improvement activities; membership lists for the School Improvement Committee, Booster Club, PTO, PTA, Title 1 Committee
- Parent Survey Questions 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34 and 35.
- Staff Survey Questions 3, 4, 5, 6, and 7
- Nebraska's State Performance Plan (SPP) Part B Indicator 8

Student File Review:

51-007.03A1 51-009.05A
51-007.06A 51-009.05B
51-007.06A1 51-009.08
51-007.06A2 51-009.06A
51-007.06B
51-007.06B1
51-007.06C
51-007.06D
51-007.06E
51-007.04B1

Policy/Procedure Review:

51-009.02A
51-009.02C
51-009.05C
51-009.05D1
51-009.05D2
51-009.05D3

Forms Review:

Prior Written Notice
51-009.05B
51-009.05B2
51-009.05B3
51-009.05B4
51-009.05B5
51-009.05B6
51-009.05B7
IEP Meeting Notification
51-007.04
Consent Form
51-009.08

Part C

- Nebraska Family Survey Questions: 1, 2, 3, 4, 5, 10, 13, 16, 17, 23, 24, 28, 29, 31, 42, 53
- Early Intervention Service Provider and Service Coordinators Survey Question 21
- Early Intervention Planning Region Team (PRT) Survey Question 22

Child File Review:

51-007.12A	51-007.13C2	51-007.16A3
51-007.12B	51-007.13D	51-007.17A1
51-007.12B2	51-007.13E	
51-007.13C	51-007.14B	
51-007.13C1	51-007.15A1	

METHOD

Calculate the percent of positive responses for each survey question by dividing the number of positive responses (1 and 2) by the total number of positive and negative responses (1, 2, 3, and 4).

Part B

Parent Question 6	_____	%
Parent Question 7	_____	%
Parent Question 8	_____	%
Parent Question 9	_____	%
Parent Question 10	_____	%
Parent Question 11	_____	%
Parent Question 12	_____	%
Parent Question 13	_____	%
Parent Question 14	_____	%
Parent Question 15	_____	%
Parent Question 16	_____	%
Parent Question 17	_____	%
Parent Question 19	_____	%
Parent Question 20	_____	%
Parent Question 21	_____	%
Parent Question 22	_____	%
Parent Question 23	_____	%
Parent Question 24	_____	%
Parent Question 25	_____	%
Parent Question 26	_____	%
Parent Question 27	_____	%
Parent Question 28	_____	%
Parent Question 30	_____	%
Parent Question 31	_____	%
Parent Question 32	_____	%
Parent Question 33	_____	%
Parent Question 34	_____	%
Parent Question 35	_____	%
Staff Question 3	_____	%
Staff Question 4	_____	%
Staff Question 5	_____	%
Staff Question 6	_____	%
Staff Question 7	_____	%

Percentage of implementation based on Student File Review:

51-007-03A1	_____	%
51-007.06A	_____	%
51-007.06B	_____	%
51-007.06C	_____	%
51-007.06D	_____	%
51-007.06E	_____	%
51-007.04B	_____	%
51-009.08	_____	%
51-009.05A	_____	%
51-009.05B	_____	%
51-009.06	_____	%

Part C

NE Family Question 1	_____ %
NE Family Question 2	_____ %
NE Family Question 3	_____ %
NE Family Question 4	_____ %
NE Family Question 5	_____ %
NE Family Question 10	_____ %
NE Family Question 13	_____ %
NE Family Question 16	_____ %
NE Family Question 17	_____ %
NE Family Question 23	_____ %
NE Family Question 24	_____ %
NE Family Question 28	_____ %
NE Family Question 29	_____ %
NE Family Question 31	_____ %
NE Family Question 42	_____ %
NE Family Question 53	_____ %
Service Provider and Service Coordinators: Question 21	_____ %
Planning Region Team : Question 22	_____ %

Percentage of implementation based on Student File Review:

51-007-12B	_____ %
51-007-12B2	_____ %
51-007-13B	_____ %
51-007-13C	_____ %
51-007.13D	_____ %
51-007.13E	_____ %
51-007.15A1	_____ %
51-007.15A2	_____ %
51-007.15A3	_____ %
51-007.16A3	_____ %
51-007.17A1	_____ %

Part B SPP Indicator 8

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means for improving services and results for children with disabilities. (Please include the district's performance reporting in the year in which data was collected from parents.)

FFY	SPP Target	School District %	Target Met	
			Yes	No
2005-2006	68.2%			
2006-2007	68.8%			
2007-2008	69.2%			
2008-2009	69.8%			
2009-2010	70.2%			
2010-2011	70.8%			

Part B Parent Survey – 18 questions used for analysis to meet the requirements of the SPP Part B Indicator 8.

PARENT INVOLVEMENT AND FAMILY CENTERED PRACTICES

COMPONENT 1B

Are families who are participating in Part C services provided information about their rights, on how to effectively communicate their child's needs, and on how to help their child develop and learn? Are family centered practices embedded in all aspects of early intervention for the families of infants and toddlers?

PURPOSE

To ensure that families, who participate in Part C services are aware of their rights; can effectively communicate their child's needs; and know how to help their child develop and learn.

DATA SOURCES

Part C

- Nebraska Family Survey Questions: 1, 2, 11, 12, 13, 14, 16, 17, 18, 23, 28, 29, 31, 33, 34, 48
 - Early Intervention Service Provider and Service Coordinators Survey Questions 4, 5, 6, 7, and 8
 - Early Intervention Planning Region Team Survey Questions 6, 7, 8, and 9
 - Nebraska's State Performance Plan (SPP) Part C Indicator 4
- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Student File Review: 51-007.13C 51-007.13C1 51-007.13C2 51-007.13D 51-007.13E 51-007.13E1 51-007.13E2 | <ul style="list-style-type: none"> • Policy/Procedure Review: 51-007.12B2 51-007.13E 51-009.06 | <ul style="list-style-type: none"> • Forms Review: Prior Written Notice 51-009.05 Procedural Safeguards 51-009.06 Parental Consent 51-009.08 IFSP Form |
|---|---|---|

METHOD

Calculate the percent of positive responses for each survey question by dividing the number of positive responses (1 and 2) by the total number of positive and negative responses (1, 2, 3, and 4).

Policy/Procedure and Forms Review:

District has appropriate method for implementation:

51-007.12B2 IFSP	Y	N	
51-007.13E IFSP	Y	N	
51-009.05 Prior Written Notice	Y	N	
51-009.08 Parent Consent	Y	N	
51-009.06 Procedural Safeguards	Y	N	

Part C

NE Family Question 1	_____ %
NE Family Question 2	_____ %
NE Family Question 11	_____ %
NE Family Question 12	_____ %
NE Family Question 13	_____ %
NE Family Question 14	_____ %
NE Family Question 16	_____ %
NE Family Question 17	_____ %
NE Family Question 18	_____ %
NE Family Question 23	_____ %

NE Family Question 28 _____ %
 NE Family Question 29 _____ %
 NE Family Question 31 _____ %
 NE Family Question 33 _____ %
 NE Family Question 34 _____ %
 NE Family Question 48 _____ %

Service Provider and Service Coordinators Question 4 _____ %
 Service Provider and Service Coordinators Question 5 _____ %
 Service Provider and Service Coordinators Question 6 _____ %
 Service Provider and Service Coordinators Question 7 _____ %
 Service Provider and Service Coordinators Question 8 _____ %

Planning Region Team Question 6 _____ %
 Planning Region Team Question 7 _____ %
 Planning Region Team Question 8 _____ %
 Planning Region Team Question 9 _____ %

Percentage of implementation based on Student File Review:

51-007.13C1 _____ %
 51-007.13C2 _____ %
 51-007.13D _____ %
 51-007.13E _____ %
 51-007.13E1 _____ %
 51-007.13E2 _____ %

Part C SPP Indicator 4 (May include information for every year, if district has early intervention children and parents return the survey)

Percent of families participating in Part C who report that early intervention services have helped the family:

- A. Know their rights;
- B. Effectively communicate their child's needs, and
- C. Help their children develop and learn.

FFY	SPP Target	School District %	Target Met	
			Yes	No
2005-2006	A. 74% Knows their rights; B. 73% Effectively communicate their child's needs C. 86% Help their child develop and learn	A. B. C.		
2006-2007	A. 76% Knows their rights; B. 73% Effectively communicate their child's needs C. 86% Help their child develop and learn	A. B. C.		
2007-2008	A. 74% Knows their rights; B. 71% Effectively communicate their child's needs C. 84% Help their child develop and learn	A. B. C.		
2008-2009	A. 74% Knows their rights; B. 71% Effectively communicate their child's needs C. 84% Help their child develop and learn	A. B. C.		
2009-2010	A. 77.9% Knows their rights; B. 75% Effectively communicate their child's needs C. 89.3% Help their child develop and learn	A. B. C.		
2010-2011	A. 74% Knows their rights; B. 71% Effectively communicate their child's needs C. 84% Help their child develop and learn	A. B. C.		

FAPE: IDENTIFICATION

INQUIRY 2

Are infants, toddlers, preschoolers, children and youth with disabilities appropriately identified for special education and early intervention services within the required timelines?

Components

- 2A.** *Do the school district, Planning Region Team, and Service Coordinators conduct child find activities annually to locate and identify children and youth with disabilities?*
- 2B.** *Before children are referred for initial evaluations, are general education interventions implemented in accordance with the student assistance team or comparable problem solving team, as appropriate, to address areas of concern and assist children in the general education environment?*
- 2C.** *Are the needs of infants, toddlers, preschoolers, children and youth with disabilities determined within the required timelines through information from an appropriate evaluation and assessment? Are the concerns, priorities and resources related to their infant(s) or toddler(s) with disabilities determined through a discussion with the family?*
- 2D.** *Is the percentage of children and youth with disabilities receiving special education services in each disability category in the school district comparable to state data?*
- 2E.** *Is the number of children and youth with disabilities disproportionately identified by race/ethnicity in each disability category?*

Analysis

- *Is there documentation that Child Find information is published annually?*
- *Do publications and contacts reach all populations, including non-English speaking families?*
- *Is the information provided to agencies that serve homeless or migrant populations?*
- *Is the information provided to non-public schools and agencies?*
- *Is there a sufficient number of responses to the surveys to gather reliable data?*
- *Is there agreement among all data sources that general education interventions are being implemented before children are being referred for special education and related services? If not, what accounts for the differences between the results of the Parent Survey, Staff Survey and student file review?*
- *Is there evidence of a pattern indicating that general education interventions are being implemented?*
- *Is there evidence of a pattern indicating that the needs of infants, toddlers, children and youth are determined through appropriate evaluations and reevaluations conducted within the required timelines?*
- *Is the percentage of infants and toddlers with developmental delays in the district comparable to state data?*
- *Is the percentage of eligible infants, (Birth to age 1), with disabilities receiving Part C services comparable with state data?*
- *Is there a discrepancy between the local and state percentages of children with disabilities by category?*

- *Is there a disproportionate identification of children with disabilities in any category? If so, what factors may contribute to this identification rate?*
- *Does the district meet the Part B State Performance Plan (SPP) targets as stated in Indicators 9, 10, and 11?*
- *Does the district meet the Part C State Performance Plan (SPP) targets as stated in Indicators 5, 6, and 7?*

Rating – Inquiry 2

Part B – Special Education and Related Services				Part C – Early Intervention			
<i>Strength</i>	<i>Meets Requirements</i>	<i>Needs Improvement</i>	<i>Needs Assistance</i>	<i>Strength</i>	<i>Meets Requirements</i>	<i>Needs Improvement</i>	<i>Need Assistance</i>
<i>Rationale for Rating:</i>				<i>Rationale for Rating:</i>			

Note: If this Inquiry is rated “Needs Improvement” or “Needs Assistance, an improvement plan/strategy must be developed.

FAPE: IDENTIFICATION

COMPONENT 2A

Do the school district, Planning Region Team, and Service Coordinators conduct child find activities annually to locate and identify infants, toddlers, children and youth with disabilities?

PURPOSE

To ensure that all infants, toddlers, children and youth with disabilities are located, identified and currently have an IEP or IFSP.

DATA SOURCES

Part B

Review of published notices, radio and TV public service announcements, brochures, community agency contacts, newsletters, school handbooks, school calendars, and Planning Region Team child find efforts for children birth to five years old.

Part C

Early Intervention Service Provider and Service Coordinators Survey Questions 1, 2, 15, 26, 27, and 28

Early Intervention Planning Region Team Survey Questions 1, 2, 3, 4, and 16

Nebraska Family Survey Questions: 18 and 20

Nebraska's State Performance Plan (SPP) Part C Indicators 5 and 6

METHOD

Part B

Results of the review of Child Find efforts: (Narrative: 1000 characters maximum) This is the results of the review of the child find efforts, review of published notices, radio and TV public services announcement, brochures, community agency contacts, newsletters, school handbooks, school calendars, and Planning Region Team child find efforts for children birth to five years old. (Good Beginnings, County Agencies,

Part C

Calculate the percent of positive responses for each survey question by dividing the number of positive responses (1 and 2) by the total number of positive and negative responses (1, 2, 3, and 4).

Nebraska Family Survey Question 18	_____ %
Nebraska Family Survey Question 20	_____ %
Service Provider and Service Coordinators Question 1	_____ %
Service Provider and Service Coordinators Question 2	_____ %
Service Provider and Service Coordinators Question 15	_____ %
Service Provider and Service Coordinators Question 26	_____ %
Service Provider and Service Coordinators Question 27	_____ %
Service Provider and Service Coordinators Question 28	_____ %
Planning Region Team Question 1	_____ %
Planning Region Team Question 2	_____ %
Planning Region Team Question 3	_____ %
Planning Region Team Question 4	_____ %
Planning Region Team Question 16	_____ %

Part C SPP Indicator 5

Percent of infants and toddlers Birth to Age 1 with IFSPs.

			Target Met	
FFY	State Target	Current State %	Yes	No
2005-2006	0.74%			
2006-2007	0.75%			
2007-2008	0.75%			
2008-2009	0.76%			
2009-2010	0.76%			
2010-2011	0.77%			

Part C SPP Indicator 6

Percent of infants and toddlers Birth to Age 3 with IFSPs

			Target Met	
FFY	State Target	Current State %	Yes	No
2005-2006	1.74%			
2006-2007	1.75%			
2007-2008	1.75%			
2008-2009	1.76%			
2009-2010	1.76%			
2010-2011	1.77%			

FAPE: IDENTIFICATION

COMPONENT 2B

Before children are referred for initial evaluations, are general education interventions implemented, as appropriate, in accordance with the student assistance team or comparable problem solving team, to address areas of concern and assist children in the general education environment?

PURPOSE

To ensure that efforts are made to help children be successful in the general education environment prior to referral for initial evaluation.

DATA SOURCES

Part B

- | | |
|----------------------------|------------------------------|
| • Parent Survey Question 5 | Policy and Procedure Review: |
| • Staff Survey Question 1 | 51-006.04K5 |
| • Student File Review: | 51-006.04K5a |
| 51-006.01C | 51-006.04K5b |
| 51-006.01C1 | |
| 51-006.01C2 | |
| 51-006.01C3 | |
| 51-006.04K5 | |
| 51-006.04K5a | |
| 51-006.04K5b | |
-

METHOD

Part B

Calculate the percent of positive responses for each survey question by dividing the number of positive responses (1 and 2) by the total number of positive and negative responses for (1, 2, 3, and 4).

Parent Question 5 _____ %

Staff Question 1 _____ %

Policy/Procedure Review: 51-006.04K5 (Rtl) Y ____ N ____

Student File Review: 51-006.01C Y ____ N ____

FAPE: IDENTIFICATION

COMPONENT 2C

Are the needs of infants, toddlers, children and youth with disabilities determined within the required timelines through information from an appropriate evaluation and assessment? Are the concerns, priorities and resources related to their infant(s) or toddler(s) with disabilities determined through a discussion with the family?

PURPOSE

To ensure that individualized evaluations are conducted to address all areas of concern and that the data collected leads to an understanding of the child's needs. For infants and toddlers, to ensure that a family assessment identified the resource, priorities and concerns of the family related to the child and development.

DATA SOURCES

Part B

- Parent Survey Question 6 and 7
- Staff Survey Question 2
- **Student File Review:**

51-006.03E	51-006.03F2	51-006.03
51-006.03E1	51-006.03F2a	51-006.03A
51-006.03E2a	51-006.03F2b	51-006.03B
51-006.03E2b	51-006.03F2c	51-006.06
51-006.03E2c	51-006.03F2d	51-006.06A1
51-006.03E2d	51-006.03F2e	51-006.06A2
51-006.03E3	51-006.03F2f	51-006.06A2a
51-006.03E4	51-006.03F2g	51-006.06A2b
51-009.04A1	51-006.03F2h	51-006.06A2c
51-009.05A1	51-006.03F2i	51-006.06A2d
51-009.05A2	51-006.03F3	
51-009.05B	51-006.03F4	
51-009.08A	51-009.08B	
51-009.08C		

- Nebraska's State Performance Plan (SPP) Part B Indicator 11

Part C

Nebraska Family Survey Questions: 4, 5, 6, 7, 28, and 29

- **Student File Review:**

51-007.12B2
51-007.04B4

- **Policy/Procedure Review:**

51-007.10

- Nebraska's State Performance Plan (SPP) Part C Indicator 7
-

METHOD

Calculate the percent of positive responses for each survey question by dividing the number of positive responses (1 and 2) by the total number of positive and negative responses (1, 2, 3, and 4).

Part B

Parent Question 6: _____ %

Parent Question 7: _____ %

Staff Question 2: _____ %

Percentage of implementation based on **Student File Review**:

Note: Use only those regulations printed (bold and caps) in the white areas to determine percentage of implementation.

51-006.03E _____ %

51-006.03F _____ %

51-006.03C _____ %

51-006.06 _____ %

51-009.05 _____ %

51-009.04A1 _____ %

51-009.08A _____ %

51-009.08B _____ %

51-009.08C _____ %

Policy/Procedure Review

District has appropriate method for implementation:

51-006.03 Y _____ N _____

51-006.06 Y _____ N _____

Table 2C1

Percent of children, with parental consent to evaluate, who are evaluated and eligibility determined within school days.

	# of children for whom parental consent to evaluate was received	# of children determined not eligible whose evaluations and eligibility determinations were completed within 45 school days	# determined eligible whose evaluations and eligibility determinations were completed within 45 school days
District Data	<input type="text"/>	<input type="text"/>	<input type="text"/>
Indicate the range of days beyond the 45 school day timeline when eligibility was determined:			
<input type="text"/>			
List the reason for each delay: (maximum 2000 characters)			
<div style="border: 1px solid black; height: 100px; width: 100%;"></div>			
<div style="border: 1px solid black; padding: 5px; display: inline-block;">Save</div>			

Part B SPP Indicator 11

Percent of children, with parental consent to evaluate, who are evaluated and eligibility determined within 45 school days.

FFY	SPP Target	School District %	Target Met	
			Yes	No
2005-2006	100%			
2006-2007	100%			
2007-2008	100%			
2008-2009	100%			
2009-2010	100%			
2010-2011	100%			

Part C

Nebraska Family Survey Question 4 _____ %

Nebraska Family Survey Question 5 _____ %

Nebraska Family Survey Question 6 _____ %

Nebraska Family Survey Question 7 _____ %

Nebraska Family Survey Question 28 _____ %

Nebraska Family Survey Question 29 _____ %

Percentage of implementation based on:

Student File Review:

51-007.12B2 _____ %

51-009.04B4 _____ %

Policy/Procedure and Forms Review

District has appropriate method for implementation:

51-007.10A Y____ N____

Table 2C2

45 Days to Complete Identification and IFSP				
School District/ PRT	Number of Files Reviewed	Completed within 45 days	Outside of 45-days with appropriate documentation	Outside of 45-days without appropriate documentation

Part C SPP Indicator 7

Percent of eligible infants and toddlers, with IFSPs, for whom an evaluation and assessment and an initial IFSP was conducted within the 45 day timeline.

FFY	SPP Target	School District %	Target Met	
			Yes	No
2005-2006	100%			
2006-2007	100%			
2007-2008	100%			
2008-2009	100%			
2009-2010	100%			
2010-2011	100%			

FAPE: IDENTIFICATION

COMPONENT 2D

Is the percentage of children and youth with disabilities, with IEPs, in the district, comparable to State Data?

PURPOSE

To ensure that there is not an over or under identification rate of children and youth receiving early intervention and special education.

DATA SOURCES

Part B

- Local Data
 - SESIS Data
 - Nebraska's State Performance Plan (SPP) Part C Indicator 10
-

METHOD

Part B

Directions for Completing ILCD Table 2D.1

1. Enter the number of children (0-21) in the district in each disability category in Column 1 "Number".
2. Total the "Number" column and record on the "Total Disabled" line.
3. Divide the number in each disability category by the total number of children with disabilities in the district and enter in Column 2.
4. Record the "State Percent" by disability category in Column 3. That information can be found on the ILCD website.

ILCD Table 2D.1

	District Number	State Number	Local Percent of Sped Populations	State Percent of Sped Populations
Autism				
Behavioral Disorder				
Deaf/Blindness				
Developmental Delay				
Hearing Impairment				
Mental Handicap				
Multiple Disabilities				
Orthopedic Impairments				
Other Health Impairments				
Specific Learning Disabilities				
Speech-Language Impairment				
Traumatic Brain Injury				
Visually Impaired				
Total Disabled				

Part B SPP Indicator 10

Percent of districts with disproportionate representation of racial and ethnic groups in specific categories that is the results of inappropriate identification

			Target Met	
FFY	SPP Target	School District %	Yes	No
2005-2006	0%			
2006-2007	0%			
2007-2008	0%			
2008-2009	0%			
2009-2010	0%			
2010-2011	0%			

COMPONENT 2E

Is the number of children and youth with disabilities disproportionately identified by race/ethnicity in each disability category?

PURPOSE

To ensure that there is not an over or under representation of racial/ethnic groups within early intervention and special education programs.

DATA SOURCES**Part B**

- Fall Membership Data
 - SESIS Data
 - Nebraska State Performance Part B SPP Indicators 9
-

METHOD**Part B****Directions for Completing ILCD Table 2E.1**

1. Using local data, place the number of students with disabilities by racial/ethnic group under the column "SPED Total."
2. Place the number of local student population by race/ethnicity under the column "Total Enrollment."
3. "Percent of Total Enrollment" is found by dividing the "Total Enrollment" for each racial group by the total for the "Total Enrollment" and multiplying that by 100.
4. To figure the "Risk": Divide the number of Special Education students by racial group by the "Special Education Total".
5. To figure the "Risk Ratio": Divide the "Risk" of each minority racial group by the risk of the majority racial group. (Minority and Majority determined by percent of total enrollment)
6. Indicate with "Yes" or "No" in the "Exceed Risk Ratio Limit" column whether the "Risk Ratio" is lower than the acceptable limit.

ANALYSIS

- For self assessment purposes, significant disproportionality will be defined as a risk ratio of 5.0 or greater
- Significant disproportionality will also be assessed on a minimum cell size for two or more racial categories in all disabilities and each individual disability category.
- A four tiered model based on a minimum high school enrollment will be used in order to accommodate the smaller school districts for the minimum cell size.
- The four tiers will be as follows:
 - A school district with a minimum high school enrollment of:
 - 882, minimum cell size of 30
 - A school district with a high school enrollment between:
 - 242-881, minimum cell size of 20
 - 73-241, minimum cell size of 10
 - 23-72, minimum cell size of 5

- If the cell size does not meet the requirements or meets the requirement in only one racial group in a particular disability category the district would not be found to have significant disproportionality regardless of the risk ratio.

ILCD Table 2E.1

All Disabilities

Race/Ethnicity	Special Ed Total	Total Enrollment	Percent of Total Enrollment	Risk	Risk Ratio (< 5.0 Limit)	Exceed Risk Ratio Limit
TOTAL						
White						
Hispanic						
Black						
Asian/P. Islander						
N. American						

Autism

Race/Ethnicity	Special Ed Total	Total Enrollment	Percent of Total Enrollment	Risk	Risk Ratio (< 2.0 Limit)	Exceed Risk Ratio Limit
TOTAL						
White						
Hispanic						
Black						
Asian/P. Islander						
N. American						

Behavioral Disorder

Race/Ethnicity	Special Ed Total	Total Enrollment	Percent of Total Enrollment	Risk	Risk Ratio (< 2.0 Limit)	Exceed Risk Ratio Limit
TOTAL						
White						
Hispanic						
Black						
Asian/P. Islander						
N. American						

Deaf- Blind

Race/Ethnicity	Special Ed Total	Total Enrollment	Percent of Total Enrollment	Risk	Risk Ratio (< 2.0 Limit)	Exceed Risk Ratio Limit
TOTAL						
White						
Hispanic						
Black						
Asian/P. Islander						
N. American						

Developmental Delay

Race/Ethnicity	Special Ed Total	Total Enrollment	Percent of Total Enrollment	Risk	Risk Ratio (< 2.0 Limit)	Exceed Risk Ratio Limit
TOTAL						
White						
Hispanic						
Black						
Asian/P. Islander						
N. American						

Hearing Impaired

Race/Ethnicity	Special Ed Total	Total Enrollment	Percent of Total Enrollment	Risk	Risk Ratio (< 2.0 Limit)	Exceed Risk Ratio Limit
TOTAL						
White						
Hispanic						
Black						
Asian/P. Islander						
N. American						

Mental Handicap

Race/Ethnicity	Special Ed Total	Total Enrollment	Percent of Total Enrollment	Risk	Risk Ratio (< 2.0 Limit)	Exceed Risk Ratio Limit
TOTAL						
White						
Hispanic						
Black						
Asian/P. Islander						
N. American						

Multiple Impairment

Race/Ethnicity	Special Ed Total	Total Enrollment	Percent of Total Enrollment	Risk	Risk Ratio (< 2.0 Limit)	Exceed Risk Ratio Limit
TOTAL						
White						
Hispanic						
Black						
Asian/P. Islander						
N. American						

Orthopedic Impairments

Race/Ethnicity	Special Ed Total	Total Enrollment	Percent of Total Enrollment	Risk	Risk Ratio (< 2.0 Limit)	Exceed Risk Ratio Limit
TOTAL						
White						
Hispanic						
Black						
Asian/P. Islander						
N. American						

Other Health Impaired

Race/Ethnicity	Special Ed Total	Total Enrollment	Percent of Total Enrollment	Risk	Risk Ratio (< 2.0 Limit)	Exceed Risk Ratio Limit
TOTAL						
White						
Hispanic						
Black						
Asian/P. Islander						
N. American						

Specific Learning Disability

Race/Ethnicity	Special Ed Total	Total Enrollment	Percent of Total Enrollment	Risk	Risk Ratio (< 2.0 Limit)	Exceed Risk Ratio Limit
TOTAL						
White						
Hispanic						
Black						
Asian/P. Islander						
N. American						

Speech Language Impairment

Race/Ethnicity	Special Ed Total	Total Enrollment	Percent of Total Enrollment	Risk	Risk Ratio (< 2.0 Limit)	Exceed Risk Ratio Limit
TOTAL						
White						
Hispanic						
Black						
Asian/P. Islander						
N. American						

Traumatic Brain Injury

Race/Ethnicity	Special Ed Total	Total Enrollment	Percent of Total Enrollment	Risk	Risk Ratio (< 2.0 Limit)	Exceed Risk Ratio Limit
TOTAL						
White						
Hispanic						
Black						
Asian/P. Islander						
N. American						

Visual Impairment

Race/Ethnicity	Special Ed Total	Total Enrollment	Percent of Total Enrollment	Risk	Risk Ratio (< 2.0 Limit)	Exceed Risk Ratio Limit
TOTAL						
White						
Hispanic						
Black						
Asian/P. Islander						
N. American						

Part B SPP Indicator 9

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is result of inappropriate identification.

			Target Met	
FFY	SPP Target	School District %	Yes	No
2005-2006	0%			
2006-2007	0%			
2007-2008	0%			
2008-2009	0%			
2009-2010	0%			
2010-2011	0%			

FAPE: PROVISION OF APPROPRIATE SERVICES

INQUIRY 3

Are appropriate special education and related services provided to children and youth with disabilities, and are early intervention services provided to children with disabilities and their families?

Components

- 3A.** *Are appropriate special education and related services or early intervention services provided to children and youth with disabilities?*
- 3B.**
 - 1.** *Do children and youth with disabilities participate and progress in the general curriculum?*
 - 2.** *Do preschool children with disabilities participate and progress in developmentally appropriate early childhood programs and in appropriate activities?*
 - 3.** *Are children and youth with disabilities provided consistent accommodations and modifications in all settings to allow them to participate in the general curriculum?*
- 3C.** *Are high school completion rates for students with disabilities comparable to high school completion rates for all students?*
- 3D.** *Are dropout rates for students with disabilities comparable to or less than the rate for all students?*
- 3E.** *Are extended school year services (ESY) available and provided when necessary in all categories of disabilities to ensure a free appropriate public education to children?*
- 3F.** *Are all Part C services from referral through transition available as needed on a continuous basis?*

Analysis

- *Is there a sufficient number of responses to the surveys to gather reliable data?*
- *Is there agreement among all data sources? If not, what accounts for the differences?*
- *Is there evidence of a pattern indicating that appropriate special education and related services and early intervention services are provided to children and youth with disabilities?*
- *Is there evidence of a pattern indicating that appropriate special education and related services and early intervention services are provided to children and youth with disabilities?*
- *Is there evidence of a pattern indicating that children with disabilities participate and progress in the general curriculum?*
- *Is there evidence of a pattern indicating that children with disabilities are provided appropriate accommodations and modifications?*
- *Is there a disproportionate number of students with disabilities graduating with a regular diploma compared to students without disabilities?*
- *Is there a difference between the state dropout rate and the local dropout rate? What may account for the difference?*
- *Does the calculation of local data demonstrate that ESY services are provided to students with disabilities in all categories if necessary for the provision of FAPE?*

- *Is there evidence of a pattern indicating that students receive ESY services when appropriate?*
- *Is there evidence of a pattern that early intervention services are provided year round with the same frequency, intensity and duration?*
- *Does the district meet the Part B State Performance Plan (SPP) targets as stated in Indicators 1, and 2?*
- *Does the district meet the Part C State Performance Plan (SPP) targets as stated in Indicator 1?*

Rating – Inquiry 3

Part B – Special Education and Related Services				Part C – Early Intervention			
<i>Strength</i>	<i>Meets Requirements</i>	<i>Needs Improvement</i>	<i>Needs Assistance</i>	<i>Strength</i>	<i>Meets Requirements</i>	<i>Needs Improvement</i>	<i>Needs Assistance</i>
<i>Rationale for Rating</i>				<i>Rationale for Rating</i>			

Note: If this Inquiry is rated “Needs Improvement” or “Needs Assistance, an improvement plan/strategy must be developed.

FAPE: PROVISION OF APPROPRIATE SERVICES

COMPONENT 3A

Is the appropriate special education and related services or early intervention services provided to infants, toddlers, children and youth with disabilities?

PURPOSE

To ensure that children and youth with disabilities are provided with appropriate special education and related services and to ensure that infants and toddlers are provided appropriate early intervention services, including services coordination.

DATA SOURCES

Part B

- Parent Survey Question 6, 22, 23, 24, 25, 26, 27
- Staff Survey Question 1, 8, 16

- **Student File Review:**

51-007.03	51-007.03A
51-007.03A1	51-007.03A2
51-007.03A3	51-007.03A4
51-007.03A5	51-007.03A6
51-007.03A7	51-007.03A8
51-007.03A9	51-007.03A10
51-007.03A10a	51-007.03A10a(i)
51-007.03A10b	51-007.07A7b
51-007.07A	51-007.07A8
51-007.07A1a	51-007.07A9
51-007.07A1b	51-007.07A9a
51-007.07A2	51-007.07A9b
51-007.07A2a	51-007.07A9c
51-007.07A2b	51-007.07A10
51-007.07A3	51-007.07B
51-007.07A4	51-007.07B1
51-007.07A5	51-007.07B2
51-007.07A5a	51-007.07B3
51-007.07A5b	51-007.07B4
51-007.07A5c	51-007.07B5
51-007.07A6	51-007.07B6
51-007.07A7	51-007.07B7
51-007.07A7a	

- **Policy/Procedure Review:**

51-007.06	51-007.06A
51-007.06B	51-007.06C
51-007.06D	

Part C

- Nebraska Family Survey Questions: 6, 10, 21, 23, 25, 26, 38, 41, 43, 49, 50, 52
- Early Intervention Service Provider and Service Coordinators Survey Questions 3, 9, 10, 12, 14, 17, 18, and 22
- Early Intervention Planning Region Team Survey Questions 5, 10, 13, 18, 20, and 21

- **Student File Review:**

51-007.12B1	51-007.12B7
51-007.12B2	51-007.12B8
51-007.12B3	51-007.13A
51-007.12B3a	51-007.13B
51-007.12B3b	51-007.14A
51-007.12B4	51-007.14A1

- **Policy/Procedure Review:**

51-007.12A2
51-007.12B5
51-007.12B5a

PRT Question 5	_____ %
PRT Question 10	_____ %
PRT Question 13	_____ %
PRT Question 18	_____ %
PRT Question 20	_____ %
PRT Question 21	_____ %

Percentage of implementation based on Student File Review:

51-007.12B1	_____ %
51-007.12B2	_____ %
51-007.12B3	_____ %
51-007.12B3a	_____ %
51-007.12B3b	_____ %
51-007.12B4	_____ %
51-007.12B4a	_____ %
51-007.12B4b	_____ %
51-007.12B6	_____ %
51-007.12B7	_____ %
51-007.12B8	_____ %
51-007.13A	_____ %
51-007.13B	_____ %
51-007.14A	_____ %
51-007.14A1	_____ %
51-007.14A2	_____ %

Policy/Procedure Review District has appropriate method for implementation:

51-007.12A2	Y ___ N ___
51-007.12B5	Y ___ N ___
51-007.12B5a	Y ___ N ___

FAPE: PROVISION OF APPROPRIATE SERVICES

COMPONENT 3B

1. *Do children with disabilities participate and progress in the general curriculum?*
2. *Do preschool children with disabilities participate and progress in developmentally appropriate early childhood programs and in appropriate activities?*
3. *Are children and youth with disabilities provided consistent accommodations and modifications in all settings to allow them to participate in the general curriculum?*

PURPOSE

To ensure that children with disabilities are placed in the least restrictive environment and are not removed from the general education curriculum or developmentally appropriate activities because of lack of needed accommodations or modifications.

DATA SOURCES

Part B

- Parent Survey Questions 20, 21, 22, 23, and 24
- Staff Survey Questions 10 and 11

***Student File Review:**

51-007.07A2
51-007.07A2a
51-007.07A2b
51-007.07A3
51-007.07A4
51-007.07A5
51-007.07A5a
51-007.07A5b 51-007.07A7a
51-007.07A6 51-007.07A7b
51-007.07A7 51-007.07A8

**These regulations will be calculated as part of 51-007.07A in Component 3A.*

METHOD

Part B

Calculate the percent of positive responses for each survey question by dividing the number of positive responses (1 and 2) by the total number of positive and negative responses for (1, 2, 3, and 4).

Parent Question 20	_____ %
Parent Question 21	_____ %
Parent Question 22	_____ %
Parent Question 23	_____ %
Parent Question 24	_____ %
Staff Survey Question 10	_____ %
Staff Survey Question 11	_____ %

FAPE: PROVISION OF APPROPRIATE SERVICES

COMPONENT 3C

Are high school completion rates for students with disabilities comparable to high school completion rates for all students?

PURPOSE

To ensure that students with disabilities complete high school at a rate comparable to the completion rate of all students.

DATA SOURCES

Part B

- Local Graduation Information
 - SESIS Information
 - State of the Schools Report
 - Nebraska's State Performance Plan Part B Indicator 1
-

METHOD

Part B

The completion rate is calculated using the following information:

Completion Rate for All Students:

Calculation: The measurement for all students is calculated by dividing the number of high school diploma recipients by the sum of dropouts for grades nine through twelve respectively, in consecutive years, plus the number of high school diploma recipients.

Completion Rate for All Students: _____%

Completion Rate for Students with Disabilities:

Calculation: The measurement for special education students is calculated by dividing the number of high school diploma recipients, ages 17 through 19, by the sum of dropouts for grades nine through twelve respectively, in consecutive years (using age 14-15 in grade 9, ages 15-16 in grade 10, ages 16-17 in grade 11, ages 17-19 in grade 12), plus the number of high school diploma recipients.

Completion Rate for Students with Disabilities: _____%

Review of the comparison of the completion rate for students with disabilities with the State graduation rate as found on the State of the Schools Report Website.

Part B SPP Indicator 1

Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

			Target Met	
FFY	SPP Target	School District %	Yes	No
2005-2006	71.8%			
2006-2007	72.8%			
2007-2008	73.8%			
2008-2009	74.8%			
2009-2010	75.8%			
2010-2011	76.8%			

FAPE: PROVISION OF APPROPRIATE SERVICES

COMPONENT 3D

Are drop-out rates for students with disabilities comparable to or less than the rate for all students?

PURPOSE

To ensure that the dropout rate for students with disabilities is comparable to or less than the rate for all students.

DATA SOURCES

Part B

- SESIS Information
- Local Data
- State of the Schools Report
- Nebraska's State Performance Plan Part B Indicator 2

METHOD

Part B

The statewide dropout rate for all students: _____ %
(This can be found on the State of the Schools Report Website)

District Drop Out Rate for All Students: _____ %

Divide the total number of 7th -12th grade students who dropped out by the official fall enrollment number for Grades 7-12.

District Drop Out Rate for Students with Disabilities: _____ %

Divide the number of students with disabilities, Ages 14 through 21, who exited special education by dropping out, by the total number of students with disabilities, Ages 14 through 21.

**Review of the dropout rate for students with disabilities
Compared to the dropout rate for all students:** _____ %

Part B SPP Indicator 2

Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

FFY	SPP Target	School District %	Target Met	
			Yes	No
2005-2006	2.60%			
2006-2007	2.48%			
2007-2008	2.36%			
2008-2009	2.24%			
2009-2010	2.12%			
2010-2011	2.00%			

FAPE: PROVISION OF APPROPRIATE SERVICES

COMPONENT 3E

Are Extended School Year (ESY) services available and provided when necessary in all categories of disabilities to ensure a free appropriate public education to children and youth with disabilities?

PURPOSE

To ensure that the school district makes available and provides ESY services, when appropriate, to students from all categories and severities of disabilities

DATA SOURCES

Part B

- Number of children in district receiving ESY services
 - Parent Survey Question 17
 - Staff Survey Question 17
-

METHOD

Part B

Directions for Completing Table ILCD 3E.1

1. Enter the number of students in each category receiving ESY services in Column 1.
2. Enter the total number of students in each category in Column 2.
3. Calculate a percentage for Column 3 by dividing the number of students receiving ESY services by the total number of students in each category.

	ILCD Table 3E.1		
	Receiving ESY	Total # of Students	Percentage
Autism	_____	_____	_____
Behavioral Disorder	_____	_____	_____
Deaf-Blindness	_____	_____	_____
Developmental Delay	_____	_____	_____
Hearing Impairment	_____	_____	_____
Mental Handicap	_____	_____	_____
Multiple Impairments	_____	_____	_____
Orthopedic Impairments	_____	_____	_____
Other Health Impairments	_____	_____	_____
Specific Learning Disabilities	_____	_____	_____
Speech/Language Impairments	_____	_____	_____
Traumatic Brain Injury	_____	_____	_____
Visual Impairments	_____	_____	_____
Total	_____	_____	_____

Calculate the percent of positive responses for each survey question by dividing the number of positive responses (1 and 2) by the total number of positive and negative responses (1, 2, 3, and 4).

Parent Question 17 _____ %
Staff Question 17 _____ %

FAPE: PROVISION OF APPROPRIATE SERVICES

COMPONENT 3F

Are all Part C services from referral through transition available, as needed, on a continuous basis?

PURPOSE

To ensure that infants and toddlers with disabilities and their families receive all Part C services, as needed, on a continuous basis.

DATA SOURCES

Part C

- Nebraska Family Survey Question 9:
- Early Intervention Service Provider and Service Coordinators Survey Questions 19, 20, and 29
- Early Intervention Planning Region Team Survey Question 19
- Nebraska's State Performance Plan Part C Indicator 1

Student File Review:

51-007.18A

Policy/Procedure Review:

51-009.04B

METHOD

Part C

Calculate the percent of positive responses for each survey question by dividing the number of positive responses (1 and 2) by the total number of positive and negative responses (1, 2, 3, and 4).

NE Family Survey Question 9: _____%

Service Provider and Service Coordinators Question 19 _____%

Service Provider and Service Coordinators Question 20 _____%

Service Provider and Service Coordinators Question 29 _____%

PRT Question 19:

_____%

Policy/Procedure Review

District has appropriate method for implementation:

51-007.18A

51-009.04B

Y ____ N ____

Y ____ N ____

Student File Review: 51-007.18A

Part C SPP Indicator 1

Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner.

			Target Met	
FFY	SPP Target	School District %	Yes	No
2005-2006	100%			
2006-2007	100%			
2007-2008	100%			
2008-2009	100%			
2009-2010	100%			
2010-2011	100%			

FAPE: BEHAVIOR

INQUIRY 4

Are appropriate special education and related services provided to children and youth whose behavior impedes learning?

Components

- 4A.** *Are positive behavioral interventions, supports and services available to children and youth with disabilities whose behavior impedes learning?*
- 4B.** *Are all children and youth with disabilities who are suspended or expelled for greater than 10 days provided appropriate special education and related services, beginning on the 11th day?*

Analysis

- *Is there a sufficient number of responses to the surveys to gather reliable data?*
- *Is there agreement among all sources? If not, what accounts for the differences?*
- *Is there evidence of a pattern indicating that students receive services during periods of long-term suspension or expulsion?*
- *Is there evidence that the positive behavioral interventions and supports provided by the district are effective in assisting children and youth with disabilities whose behavior impedes learning?*
- *Is there evidence of a pattern indicating that students receive appropriate services if his/her behavior impedes learning?*
- *How do the suspension/expulsion rates for children with disabilities compare with the State suspension/expulsion rate? What accounts for any differences?*
- **SPP Part B Indicator 4**

Rating – Inquiry 4

<i>Part B – Special Education and Related Services</i>			
<i>Strength</i>	<i>Meets Requirements</i>	<i>Needs Improvement</i>	<i>Needs Assistance</i>
<i>Rationale for Rating</i>			

Note: If this Inquiry is rated “Needs Improvement” or “Needs Assistance, an improvement plan/strategy must be developed.

FAPE: BEHAVIOR

COMPONENT 4A

Are positive behavioral interventions, supports and services available to children and youth with disabilities whose behavior impedes learning?

PURPOSE

To ensure that appropriate special education and related services, including the use of positive behavioral Interventions and supports are provided to children and youth whose behavior impedes learning.

DATA SOURCES

Part B

- Parent Survey Question 25, 32, 33
 - Staff Survey Questions 9, 18 and 19
 - **Student File Review:**
51-007.07B3
-

METHOD

Part B

Calculate the percent of positive responses for each survey question by dividing the number of positive responses (1 and 2) by the total number of positive and negative responses (1, 2, 3, and 4).

Parent Survey Question 25 _____ %
Parent Survey Question 32 _____ %
Parent Survey Question 33 _____ %

Staff Survey Question 9: _____ %
Staff Survey Question 18: _____ %
Staff Survey Question 19: _____ %

Student File Review:

51-007.07B3

Y ____ N ____

FAPE: BEHAVIOR

COMPONENT 4B

Are all children and youth with disabilities who are suspended or expelled for greater than 10 days provided appropriate special education and related services, beginning on the 11th day?

PURPOSE

To ensure that all children or youth who are suspended or expelled for greater than 10 days are provided appropriate special education and related services beginning on the 11th day.

DATA SOURCES

Part B

- Special Education Discipline Report
- Staff Survey Question 19
- **Student File Review:**

51-007.07A
51-007.07A1 51-007.07A1a
51-007.07A1b 51-007.07A2
51-007.02A2a 51-007.07A2b
51-007.07A3 51-007.07A4
51-007.07A5 51-007.07A5a
51-007.07A5b 51-007.07A5c
51-007.07A6 51-007.07A7
51-007.07A7a 51-007.07A7b
51-007.07A8 51-007.07A9
51-007.07B1 through 51-007.07B7

Policy/Procedure Review:

51-004.01 51-016.02F
51-016.02D 51-016.02F1
51-016.02D1 51-016.02F2
51-016.02D2 51-016.02F3
51-016.02D3 51-016.02G
51-016.02D4 51-016.02G1
51-016.02D5 51-016.02G2
51-016.02D6 51-016.02G3
51-016.02E1 51-016.02H
51-016.02E1a 51-016.03
51-016.02E1b
51-016.02E2 51-016.02E3

- Nebraska's State Performance Plan Part B Indicator 4

METHOD

Suspension Rate

Data Years	<i>State % of SPED children removed to an interim alternative educational setting by school personnel for drugs and/or weapons</i>	<i>District % of SPED children removed to an interim alternative educational setting by school personnel for drugs and/or weapons</i>	<i>State % of SPED Children with disabilities suspended or expelled > 10 days</i>	<i>District % of SPED children with disabilities suspended or expelled > 10 days</i>
2002-2003				
2003-2004				
2004-2005				
2005-2006				

SPP Part B Indicator 4

Nebraska's performance target is a suspension or expulsion rate of less than 5% of students with disabilities within each school district for suspensions or expulsions greater than 10 days in a school year.

Year	SPP Target	School District %	Target Met	
			Yes	No
2005-2006	Suspension or expulsion rate of 5.00% or less for each LEA			
2006-2007	Suspension or expulsion rate of 5.00% or less for each LEA			
2007-2008	Suspension or expulsion rate of 4.75% or less for each LEA			
2008-2009	Suspension or expulsion rate of 4.75% or less for each LEA			
2009-2010	Suspension or expulsion rate of 4.50% or less for each LEA			
2010-2011	Suspension or expulsion rate of 4.50% or less for each LEA			

Percentage of implementation based on Student File Review:

Note: Use only those regulations printed (bold and caps) in the white areas to determine percentage of implementation.

51-007.07A _____ %

51-007.07B _____ %

Staff Survey Question 19: _____ %

FAPE: ASSESSMENT AND EARLY CHILDHOOD OUTCOMES

INQUIRY 5

Is progress made by children and youth with disabilities, (Grades 3-8 and one high school grade), as demonstrated by their performance on the Nebraska State Accountability Test (NeSA).

Is progress made by infants, toddlers, and preschool children with disabilities, (Birth-5), as demonstrated by their entry/exit data from the Results Matter Outcomes Process?

Components

- 5A.** *Do all students with disabilities, Grades 3-8 and one high school grade; participate in NeSA or the NeSA Alternate Assessment?*
- 5B.** *Do performance results for all students with disabilities, 3-8 and one high school grade, on NeSA, the general or alternate assessments, indicate improvement equal to or greater than the state targets?*
- 5C.** *Do all infants, toddlers and preschoolers with disabilities, who have been receiving services for more than six (6) months, participate in the Results Matter outcomes process?*
- 5D.** *Do outcomes for infants, toddlers and preschool children with disabilities, (Birth to 5), reflect progress in the areas of positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs?*

Analysis

- *Do all special education students, 3-8 and one high school grade, participate in the NeSA process?*
- *Is there a discrepancy between the participation rates for students who receive special education services and the participation rate for all students?*
- *Do performance results for students with disabilities on the NeSA assessments, including the NeSA alternate assessment, indicate improvement?*
- *Is there a discrepancy between the results for students with disabilities, and all students who participated in the NeSA assessment? What might be influencing those results?*
- *Do all infants, toddlers and preschoolers, with disabilities, who have been receiving services for more than six (6) months, participate in the Results Matter outcomes process?*
- *Is there a discrepancy between the number of infants, toddlers and preschoolers with disabilities participating in the Results Matter outcomes process, and the number of infants, toddlers and preschoolers with disabilities reported to be receiving Below age 5 services in excess of six (6) months? What might be influencing these results?*
- *Do the outcomes for infants, toddlers and preschoolers with disabilities (Birth to 5) indicate progress in the areas of positive social-emotional skills, acquisition and use of knowledge, and use of appropriate behaviors to meet their needs? If not, what might be influencing those results?*
- *Does the district meet the Part B State Performance Plan (SPP) targets as stated in indicators 3 and 7?*
- *Does the district meet the Part C State Performance Plan (SPP) targets as stated in indicator 3?*

Rating – Inquiry 5

<i>Part B – Special Education and Related Services</i>				<i>Part C – Early Intervention Services</i>			
<i>Strength</i>	<i>Meets Requirements</i>	<i>Needs Improvement</i>	<i>Needs Assistance</i>	<i>Strength</i>	<i>Meets Requirements</i>	<i>Needs Improvement</i>	<i>Needs Assistance</i>
<i>Rationale for Rating:</i>				<i>Rationale for Rating:</i>			

Note: If this Inquiry is rated “Needs Improvement” or “Needs Assistance, an improvement plan/strategy must be developed.

FAPE: ASSESSMENT AND EARLY CHILDHOOD OUTCOMES

COMPONENT 5A

Do all students with disabilities, Grades 3-8 and one high school grade; participate in the Nebraska State Accountability (NeSA) or the NeSA Alternate Assessment?

PURPOSE

To ensure that all students with disabilities are included in the assessment and accountability system of the district

DATA SOURCES

Part B

- Local and Building-Level NeSA Data
- State NeSA Data
- IEP Student Progress Reports
- Nebraska's State Performance Plan Part B Indicator 3B

METHOD

These tables will be populated through ILCD website. Data in these tables includes the targets for SPP Part B Indicators 3B.

Table 5A/B

Elementary –Reading								
FYY	SPP Participation Target	School Participation Rate	Target Met		SPP Proficiency Target	School Proficiency Rate	Target Met	
			Y	N			Y	N
2005-2006	95%	%			72.00%	%		
2006-2007	95%	%			72.00%	%		
2007-2008	95%	%			81.00%	%		
2008-2009	95%	%			81.00%	%		
2009-2010	95%	%			81.00%	%		
2010-2011	95%	%			91.00%	%		
Elementary –Math								
FYY	SPP Participation Target	School Participation Rate	Target Met		SPP Proficiency Target	School Proficiency Rate	Target Met	
			Y	N			Y	N
2005-2006	95%	%			74%	%		
2006-2007	95%	%			74%	%		

2007-2008	95%	%			83%	%		
2008-2009	95%	%			83%	%		
2009-2010	95%	%			83%	%		
2010-2011	95%	%			92%	%		

Middle School –Reading

FY	SPP Participation Target	School Participation Rate	Target Met		SPP Proficiency Target	School Proficiency Rate	Target Met	
			Y	N			Y	N
2005-2006	95%	%			71.00%	%		
2006-2007	95%	%			71.00%	%		
2007-2008	95%	%			81.00%	%		
2008-2009	95%	%			81.00%	%		
2009-2010	95%	%			81.00%	%		
2010-2011	95%	%			91.00%	%		

Middle School–Math

FY	SPP Participation Target	School Participation Rate	Target Met		SPP Proficiency Target	School Proficiency Rate	Target Met	
			Y	N			Y	N
2005-2006	95%	%			69.00%	%		
2006-2007	95%	%			69.00%	%		
2007-2008	95%	%			79.00%	%		
2008-2009	95%	%			79.00%	%		
2009-2010	95%	%			79.00%	%		
2010-2011	95%	%			90.00%	%		

High School- Reading								
FYY	SPP Participation Target	School Participation Rate	Target Met		SPP Proficiency Target	School Proficiency Rate	Target Met	
			Y	N			Y	N
2005-2006	95%	%			75.00%	%		
2006-2007	95%	%			75.00%	%		
2007-2008	95%	%			83.00%	%		
2008-2009	95%	%			83.00%	%		
2009-2010	95%	%			83.00%	%		
2010-2011	95%	%			92.00%	%		
High School–Math								
FYY	SPP Participation Target	School Participation Rate	Target Met		SPP Proficiency Target	School Proficiency Rate	Target Met	
			Y	N			Y	N
2005-2006	95%	%			72.00%	%		
2006-2007	95%	%			72.00%	%		
2007-2008	95%	%			81.00%	%		
2008-2009	95%	%			81.00%	%		
2009-2010	95%	%			81.00%	%		
2010-2011	95%	%			91.00%	%		

Statewide Writing Assessment (Other Academic Indicator for AYP)					
FYY	Grades	SPP Proficiency Rate Target	District Proficiency Rate	Target Met	
				Y	N
2005-2006	Grade 4	62.00%	%		
	Grade 8	61.00%	%		
	Grade 11	66.00%	%		
2006--2007	Grade 4	62.00%	%		
	Grade 8	61.00%	%		
	Grade 11	66.00%	%		
2007-2008	Grade 4	62.00%	%		

	<i>Grade 8</i>	<i>61.00%</i>	<i>%</i>		
	<i>Grade 11</i>	<i>66.00%</i>	<i>%</i>		
2008-2009	<i>Grade 4</i>	<i>62.00%</i>	<i>%</i>		
	<i>Grade 8</i>	<i>61.00%</i>	<i>%</i>		
	<i>Grade 11</i>	<i>66.00%</i>	<i>%</i>		
2009-2010	<i>Grade 4</i>	<i>62.00%</i>	<i>%</i>		
	<i>Grade 8</i>	<i>61.00%</i>	<i>%</i>		
	<i>Grade 11</i>	<i>66.00%</i>	<i>%</i>		
2010-2011	<i>Grade 4</i>	<i>62.00%</i>	<i>%</i>		
	<i>Grade 8</i>	<i>61.00%</i>	<i>%</i>		
	<i>Grade 11</i>	<i>66.00%</i>	<i>%</i>		

FAPE: ASSESSMENT AND EARLY CHILDHOOD OUTCOMES

COMPONENT 5B

Do performance results for students with disabilities on the Nebraska State Accountability (NeSA) assessments, or alternate assessment, indicate improvement?

PURPOSE

To measure the effectiveness of special education and related services and progress within the general curriculum as measured by the NeSA assessments, or alternate assessment.

DATA SOURCES

Part B

- Local and Building-Level NeSA Data
 - State NeSA Data
 - IEP Student Progress Reports
 - Data found in Table 5A/B under Component 5A
 - Nebraska's State Performance Plan Part B Indicator 3C
-

METHOD

Part B

Part B SPP Indicator 3

*A. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.
(This information can be found in Table 5A/B under Component 5A)*

FAPE: ASSESSMENT AND EARLY CHILDHOOD OUTCOMES

COMPONENT 5C

Do all infants, toddlers and preschoolers with disabilities, who have been receiving services for more than six (6) months, participate in the Results Matter outcomes process?

Purpose

To ensure that all infants, toddlers and preschool children with disabilities, who have been receiving services for more than six (6) months, participate in the Results Matter outcomes process.

Data Sources

Part B 619

- SESIS Data
- MDT and IEP Data
- Nebraska's State Performance Plan Part B Indicator 7

Part C

- SESIS Data
 - MDT and IFSP Data
 - Nebraska's State Performance Plan Part C Indicator 3
-

METHOD

Table 5C.1

Number of Infants, Toddlers or Preschoolers Identified in the District		IFSP	IEP	Six (6) months or longer	Outcomes Measurement		
Age	Number				High/Scope	Creative Curriculum	AEPS
Infants (Birth-1)							
Toddlers (2-3)							
Preschoolers (3-5)							
Total							

FAPE: ASSESSMENT AND EARLY CHILDHOOD OUTCOMES

COMPONENT 5D

Do outcomes for infants, toddlers and preschool children with disabilities reflect progress in the areas of positive social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors to meet their needs?

Purpose

To ensure that infants, toddlers and preschool children with disabilities are demonstrating progress in the areas of social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.

Data Sources

Part B 619

- Entry/Exit Data based on the following outcomes measurement tools:
 - High/Scope Child Observation Record for Preschool Children (2003 Edition)
 - Creative Curriculum Developmental Continuum Assessment Toolkit for Ages 3-5 (2001 Edition)
 - Assessment, Evaluation, and Programming System (AEPS) for Infants and Children (2002 Edition)
- Nebraska's State Performance Plan Part B Indicator 7

Part C

- Entry/Exit Data based on the following outcomes measurement tools:
 - High/Scope Observation Record for Infants and Toddlers (2002 Edition)
 - Creative Curriculum Developmental Continuum Assessment Toolkit for Birth to 3 (2006 Edition)
 - Assessment, Evaluation, and Programming System (AEPS) for Infants and Children (2002 Edition)
 - Nebraska's State Performance Plan Part C Indicator 3
-

Method

Review of Entry/Exit Data as reported by each district on the web based data system.

Part B SPP Indicator 7

Percent of preschool children with IEPs who demonstrate improved: A. Positive social-emotional skills (including social relationships); B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and C. Use of appropriate behaviors to meet their needs.

Year	SPP Target	School District %	Target Met	
			Yes	No
2005-2006	Targets for 2005-2011 will be provided on 02/01/08			
2006-2007	Phase 1 implementation of Assessment tools			
2007-2008				
2008-2009				

2009-2010				
2010-2011				

Part C SPP Indicator 3

Percent of infants and toddlers with IFSPs who demonstrate improved: A. Positive social-emotional skills (including social relationships); B. Acquisition and use of knowledge and skills (including early language/communication) and C. Use of appropriate behaviors to meet their needs.

Year	SPP Target	School District %	Target Met	
			Yes	No
2005-2006	Targets for 2005-2011 will be provided on 02/01/08			
2006-2007	Phase 1 implementation of Assessment tools			
2007-2008				
2008-2009				
2009-2010				
2010-2011				

INQUIRY 6

Are infants, toddlers, children and youth with disabilities educated in the least restrictive environments to the maximum extent appropriate?

Components

- 6A. Are children and youth with disabilities educated (including participation in nonacademic and extracurricular activities) with children and youth who are not disabled?
- 6B. Do preschool children (ages 3 through 5) with disabilities receive services and supports in inclusive early childhood setting with typically developing peers?
- 6C. Are infants and toddlers (Birth to 3) with disabilities receiving early intervention services in settings that are natural or typical for the child's peers?

Analysis

- Is there a sufficient number of responses to the surveys to gather reliable data?
- Is there agreement among the data sources?
- If not, what accounts for the differences?
- Is there evidence of a pattern indicating children and youth with disabilities, to the maximum extent appropriate, are educated with their non-disabled peers?
- Is there evidence of a pattern indicating that preschoolers (ages 3 through 5) are receiving services and supports in inclusive childhood settings with typically developing peers?
- Is there evidence of a pattern indicating that early intervention services are provided to infants and toddlers (Birth to 3) in natural environments?
- Does the district meet the Part B State Performance Plan (SPP) targets as stated in Indicators 5 and 6?
- Does the district meet the Part C State Performance Plan (SPP) targets as stated in Indicator 2?

Rating – Inquiry 6

Part B – Special Education and Related Services				Part C – Early Intervention			
Strength	Meets Requirements	Needs Improvement	Not Acceptable	Strength	Meets Requirements	Needs Improvement	Not Acceptable
Rationale for Rating:				Rationale for Rating:			

Note: If this Inquiry is rated "Not Acceptable", an improvement plan/strategy must be developed.

FAPE: SERVICES IN NATURAL AND LEAST RESTRICTIVE ENVIRONMENTS

COMPONENT 6A

Are children and youth with disabilities educated (including participation in non academic and extracurricular activities) with children and youth who are not disabled?

PURPOSE

To ensure that children and youth, (ages 6 through 21), with disabilities are educated in the least restrictive environment, to the maximum extent appropriate.

DATA SOURCES

Part B

- | | | |
|--|--------|----------------------------|
| • Parent Survey Questions 19, 20, 21, 22 , 23 | and 24 | Student File Review |
| • Staff Survey Questions 10, 11, 12, 13, and 14 | | 007.07A1a |
| • SESIS DATA | | 007.07A2a |
| • Policy/Procedure Review: | | 007.07A5c |
| 51-008.01 | | 007.07A6 |
| 51-008.02 | | 007.07A7 |
| • Nebraska's State Performance Plan Part B Indicator 5 | | |
-

METHOD

Calculate the percent of positive responses for each survey question by dividing the number of positive responses (1 and 2) by the total number of positive and negative responses (1, 2, 3, and 4).

Part B

Parent Question 19:	_____ %
Parent Question 20:	_____ %
Parent Question 21:	_____ %
Parent Question 22:	_____ %
Parent Question 23:	_____ %
Parent Question 24:	_____ %
Staff Question 10:	_____ %
Staff Question 11:	_____ %
Staff Question 12:	_____ %
Staff Question 13:	_____ %
Staff Question 14:	_____ %

Review of Policy/Procedure

District has appropriate method for implementation:

51-008.01	Y ____ N ____
51-008.02	Y ____ N ____

Percentage of implementation based on Student File Review:

Note: Use only those regulations printed (bold and caps) in the white areas to determine percentage of implementation.

51-007.07A1a	_____ %
51-007.07A2a	_____ %
51-007.07A5c	_____ %
51-007.07A6	_____ %
51-007.07A7	_____ %

Directions for Completing Table ILCD 6A.1 (Local Data)

1. Determine the number of students age 6-21 in each placement by disability category.
2. Calculate the percent of students receiving services in each placement by disability category. To do this, divide the number of students in each disability category and placement by the total number of students 6-21 being served (**e.g., # autism less than 21 percent/total SPED, 6-21**).
3. Enter the percentages in Table 6D.1 below.

ILCD Table 6A.1

Local Data	Time outside regular classroom setting			Public School	Separate School	Residential Facility	Home	Parental Placement	Correctional Detention Facility
	<21%	21-60%	>60%						
Autism									
Behavior Disorder									
Deaf/Blindness									
Developmentally Delayed									
Hearing Impairments									
Mental Handicap									
Multiple Disabled									
Orthopedic Impairments									
Other Health Impairments									
Specific Learning Disabilities									
Speech/Language									
Traumatic Brain Injury									
Visual Impairments									
Total									

Percent of children with IEPs, ages 6-21, removed from regular class less than 21%; greater than 60% of the day, or served in a separate placement.

FFY	SPP Target	School District %	Target Met	
			Yes	No
2005-2006	Removed Less than 21% 58.5%	Removed Less than 21%		
	Removed greater than 60% 12.2%	Removed greater than 60%		
	Separate/outside placements (combined 3.0%	Separate/outside placements (combined		
2006-2007	Removed Less than 21% 58.5%	Removed Less than 21%		
	Removed greater than 60% 12.2%	Removed greater than 60%		
	Separate/outside placements (combined 3.0%	Separate/outside placements (combined		
2007-2008	Removed Less than 21% 58.7%	Removed Less than 21%		
	Removed greater than 60% 12.0%	Removed greater than 60%		
	Separate/outside placements (combined 2.8%	Separate/outside placements (combined		
2008-2009	Removed Less than 21% 58.7%	Removed Less than 21%		
	Removed greater than 60% 12.0%	Removed greater than 60%		
	Separate/outside placements (combined 2.8%	Separate/outside placements (combined		
2009-2010	Removed Less than 21% 58.9%	Removed Less than 21%		
	Removed greater than 60% 11.8%	Removed greater than 60%		
	Separate/outside placements (combined 2.6%	Separate/outside placements (combined		
2010-2011	Removed Less than 21% 58.9%	Removed Less than 21%		
	Removed greater than 60% 11.8%	Removed greater than 60%		
	Separate/outside placements (combined 2.6%	Separate/outside placements (combined		

SERVICES IN NATURAL AND LEAST RESTRICTIVE ENVIRONMENTS

COMPONENT 6B

Do preschool children (ages 3 through 5) with disabilities receive services and supports in inclusive early childhood setting with typically developing peers?

PURPOSE

To ensure that preschool children with disabilities receive services and supports in inclusive early childhood settings with typically developing peers.

DATA SOURCES

Part B

- | | Student File Review |
|--|---------------------|
| • Parent Survey Questions 19, 20, 21, 22, 23 and 34 | |
| • Staff Survey Questions 10, 11, 12, 13, and 14 | 007.07A1b |
| • SESIS Data | 007.07A2a |
| • Policy/Procedure Review: | 007.07A5c |
| 51-008.01 | 007.07A6 |
| 51-008.02 | |
| • Nebraska's State Performance Plan Part B Indicator 6 | |
-

METHOD

Part B

Calculate the percent of positive responses for each survey question by dividing the number of positive responses (1 and 2) by the total number of positive and negative responses (1, 2, 3, and 4).

Part B

Parent Question 19:	_____ %
Parent Question 20:	_____ %
Parent Question 21:	_____ %
Parent Question 22:	_____ %
Parent Question 23:	_____ %
Parent Question 34:	_____ %
Staff Question 10:	_____ %
Staff Question 11:	_____ %
Staff Question 12:	_____ %
Staff Question 13:	_____ %
Staff Question 14:	_____ %

Review of Policy/Procedure

District has appropriate method for implementation:

51-008.01	Y ____ N ____
51-008.02	Y ____ N ____

Percentage of implementation based on Student File Review:

Note: Use only those regulations printed (bold and caps) in the white areas to determine percentage of implementation.

51-007.07A1b	_____ %
51-007.07A2a	_____ %
51-007.07A5c	_____ %
51-007.07A6	_____ %

Table 6B.1 – Directions

Column A – Enter the total number of children 3-5 years old attending a regular EC Program;
Columns A1 – A3: Disperse that total over these three columns by age and percentage of time;
Column B: Enter total number of children 3-5 years old not attending a regular EC program;
Columns B1 – B3: Disperse the numbers from Column B, who are attending a Special Education Program, by type of environment and age; and
Column B4 – B5: Disperse the number from Column B, who are not attending a Special Education Program, by type of environment for services and age.

ILCD Table 6B1***Discrete Age Of Children With Disabilities Ages 3-5 By Educational Environment***

Educational Environments			3	4	5	6
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM		(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME				
		(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME				
		(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME				
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS				
		(B2) SEPARATE SCHOOL				
		(B3) RESIDENTIAL FACILITY				
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) HOME				
		(B5) SERVICE PROVIDER LOCATION				
TOTAL						

SPP Part B Indicator 6

Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers.

			Target Met	
FFY	SPP Target	School District %	Yes	No
2005-2006	Early Childhood (EC) 30% Home Setting 13% Part-Time EC or Part Time ECSE Setting 26%	Early Childhood (EC) Home Setting Part-Time EC or Part Time ECSE Setting		
2006-2007	Early Childhood (EC) 35% Home Setting 11% Part-Time EC or Part Time ECSE Setting 24%	Early Childhood (EC) Home Setting Part-Time EC or Part Time ECSE Setting		
2007-2008	Early Childhood (EC) 40% Home Setting 9% Part-Time EC or Part Time ECSE Setting 22%	Early Childhood (EC) Home Setting Part-Time EC or Part Time ECSE Setting		
2008-2009	Early Childhood (EC) 45% Home Setting 7% Part-Time EC or Part Time ECSE Setting 20%	Early Childhood (EC) Home Setting Part-Time EC or Part Time ECSE Setting		
2009-2010	Early Childhood (EC) 50% Home Setting 5% Part-Time EC or Part Time ECSE Setting 18%	Early Childhood (EC) Home Setting Part-Time EC or Part Time ECSE Setting		
2010-2011	Early Childhood (EC) 55% Home Setting 3% Part-Time EC or Part Time ECSE Setting 16%	Early Childhood (EC) Home Setting Part-Time EC or Part Time ECSE Setting		

FAPE: SERVICES IN NATURAL AND LEAST RESTRICTIVE ENVIRONMENTS

COMPONENT 6C

Are infants and toddlers (Birth to 3) with disabilities receiving early intervention services in settings that are natural or typical for the child's peers?

PURPOSE

To ensure families are provided support services for their infant or toddler with a disability at home, in community settings, or in inclusive childcare.

DATA SOURCES

Part C

- NE Family Survey Questions 8, 12, 13, 14, 15, 24, 30, 31
- Early Intervention Service Provider and Service Coordinators Survey Questions 11, 13, and 14
- Early Intervention Planning Region Team Survey Questions 12, 14, and 15
- SESIS Data
- Nebraska's State Performance Plan Part C Indicator 2

Student File Review:

51.00712B4b

51-007.12B4c(i)

METHOD

Part C

Calculate the percent of positive responses for each survey question by dividing the number of positive responses (1 and 2) by the total number of positive and negative responses (1, 2, 3, and 4).

NE Family Survey Question 8	_____ %
NE Family Survey Question 12	_____ %
NE Family Survey Question 13	_____ %
NE Family Survey Question 14	_____ %
NE Family Survey Question 15	_____ %
NE Family Survey Question 24	_____ %
NE Family Survey Question 30	_____ %
NE Family Survey Question 31	_____ %
Service Provider and Service Coordinators Question 11	_____ %
Service Provider and Service Coordinators Question 13	_____ %
Service Provider and Service Coordinators Question 14	_____ %
PRT Question 12	_____ %
PRT Question 14	_____ %
PRT Question 15	_____ %

Percentage of implementation based on Student File Review:

Note: Use only those regulations printed (bold and caps) in the white areas to determine percentage of implementation.

51-007.12B4b	_____ %
51-007.12B4c(i)	_____ %

Directions for Completing ILCD Table 6C.1

1. Identify the number of children by age in each setting. Enter the totals in Table 6C.1.
2. Calculate the total number of children age birth to 3 being served. Write the total in the box in the lower left corner of Table 6C.1.
3. Divide the number of children in each age setting by the total number of birth to 3 year olds being served to calculate a percentage (e.g., Home Setting age 3 total children divided by total age B-3 children).
4. Enter the percentages in Table 6C.1.

ILCD Table 6C.1

LOCAL Birth to 3 Totals and Percentages								
Settings	Below Age 1 Population	Below Age 1 Percentage	Age 1 Total Population	Age1 Percentage	Age 2 Total Population	Age 2 Percentage	Age 3 Total Population	Age 3 Percentage
Program Designed for Children with Developmental Delays or Disabilities								
Program Designed for Typically Developing Children								
Home								
Hospital (In-Patient)								
Residential Facility								
Service Provider Location (Clinic)								
Other Settings								
Total - Birth to Age 3 Children	<u>Write Total Below</u>							

*Include a justification of the extent to which services will not be provided in a natural environment.

SPP Part C Indicator 2

Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children

FFY	SPP Target	School District %		
2005 (2005-2006)	At least 85.5% of infants and toddlers with IFSPs primarily will receive early intervention services in the home or programs for typically developing children.			
2006 (2006-2007)	At least 86% of infants and toddlers with IFSPs primarily will receive early intervention services in the home or programs for typically developing children.			
2007 (2007-2008)	At least 86.5% of infants and toddlers with IFSPs primarily will receive early intervention services in the home or programs for typically developing children.			
2008 (2008-2009)	At least 87% of infants and toddlers with IFSPs primarily will receive early intervention services in the home or programs for typically developing children.			
2009 (2009-2010)	At least 87.5% of infants and toddlers with IFSPs primarily will receive early intervention services in the home or programs for typically developing children.			
2010 (2010-2011)	At least 88% of infants and toddlers with IFSPs primarily will receive early intervention services in the home or programs for typically developing children.			
2010 (2010-2011)	At least 88.5% of infants and toddlers with IFSPs primarily will receive early intervention services in the home or programs for typically developing children.			

TRANSITION

INQUIRY 7

Are appropriate secondary transition services, which promote movement from school to post school activities, provided to students with disabilities? Are appropriate and timely services provided to children with disabilities who exit Part C and enter Part B services by their third birthday?

Components

- 7A.** *Are appropriate secondary transition services provided that result in students completing their program and securing employment, participating in post-secondary training, and/or engaging in independent living?*
- 7B.** *Are children with disabilities who exit Part C services receiving appropriate Part B services by their third birthday?*
- 7C.** *Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including:*
- A. IFSPs with transition steps and services*
 - B. Notification to LEA, if child potentially eligible for Part B: and*
 - C. Transition conference, if child potentially eligible for Part B.*

Analysis

- *Is there a sufficient number of responses to the survey to gather reliable data?*
- *Is there agreement among all data sources? If not, what accounts for the differences?*
- *Is there evidence of appropriate coordinated annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals?*
- *Is there evidence of a pattern indicating that youth with disabilities are prepared for employment, post-secondary education, and/or independent living?*
- *Is there evidence indicating that children with disabilities are receiving appropriate Part B service by their third birthday?*
- *Is there evidence indicating that all children received timely transition planning to support his or her transition to preschool, or other appropriate community services by his or her third birthday, including an IFSP with transition steps and services; inclusion of the school district in the planning of transition activities; and a transition conference held within the timeline to support a seamless transition from Part C to Part B services.*
- *Did the district meet the Part B State Performance Plan Targets as stated in Indicators 13 and 14?*
- *Did the district meet the Part B State Performance Plan targets as stated in Indicator 12?*
- *Did the district meet the Part C State Performance Plan targets as stated in Indicator 8?*

Rating – Inquiry 7

Part B – Special Education and Related Services				Part C – Early Intervention			
Strength	Meets Requirements	Needs Assistance	Needs Improvement	Strength	Meets Requirements	Needs Assistance	Needs Improvement
<i>Rationale for Rating</i>				<i>Rationale for Rating</i>			

Note: If this Inquiry is rated “Needs Improvement”, an improvement plan/strategy must be developed.

TRANSITION

COMPONENT 7A

Are appropriate secondary transition services provided that result in students completing their program and securing employment, participating in post-secondary training, and/or engaging in independent living?

PURPOSE

To ensure that youth with disabilities are prepared for employment, post-secondary education, and/or independent living.

DATA SOURCES

Part B

- Parent Survey Questions 29 and 30
- Local Transition Data
- Nebraska State Performance Plan Part B Indicator 13
- Nebraska State Performance Plan Part B SPP Indicator 14 – Nebraska Post School Outcomes
- **Student File Review:**
 - *51-007.03A10
 - 51-007.03A10a
 - 51-007.03A10b
 - *51-007.07A9
 - 51-007.07A9a
 - 51-007.07A9b
 - 51-007.07A9c

**These regulations will be calculated as part of 51-007.03 and 51-007.07A in Component 3A.*

METHOD

PART B

Calculate the percent of positive responses for each survey question by dividing the number of positive responses (1 and 2) by the total number of positive and negative responses (1, 2, 3, and 4).

Parent Survey Question 29: _____ %
Parent Survey Question 30: _____ %

- **Student File Review:**
 - 51-007.03A10 _____ %
 - 51-007.07A9 _____ %

Part B SPP Indicator 13

Percent of youth with disabilities aged 16 and above with an IEP that includes coordinated measurable annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

Year	SPP Target	School District %	Target Met	
			Yes	No
2005-2006	100%			
2006-2007	100%			
2007-2008	100%			
2008-2009	100%			
2009-2010	100%			
2010-2011	100%			

Part B SPP Indicator 14

Percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Year	SPP Target	School District %	Target Met	
			Yes	No
2005-2006	Targets for 2005-2011 will be provided in 02/01/08			
2006-2007				
2007-2008				
2008-2009				
2009-2010				
2010-2011				

Results of the review of local transition data:

Transition

COMPONENT 7B

Are children with disabilities who exit Part C services receiving appropriate Part B services by their third birthday?

PURPOSE

To ensure a positive and smooth transition from Part C to Part B services, that encourages continuity of programs and the provision of services to young children with disabilities and their families on an uninterrupted basis

DATA SOURCES

Part B

- Parent Survey Question 11
- Nebraska State Performance Plan Part B Indicator 12

METHOD

Calculate the percent of positive responses for each survey question by dividing the number of positive responses (1 and 2) by the total number of positive and negative responses (1, 2, 3, and 4).

Part B

Parent Survey Question 11 _____%

Part B SPP Indicator 12

Percent of children referred by part C prior to Age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

			Target Met	
FFY	SPP Target	School District %	Yes	No
2005-2006	100%			
2006-2007	100%			
2007-2008	100%			
2008-2009	100%			
2009-2010	100%			
2010-2011	100%			

Transition

COMPONENT 7C

Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday

including:

- A. IFSPs with transition steps and services*
- B. Notification to LEA, if child potentially eligible for Part B: and*
- C. Transition conference, if child potentially eligible for Part B.*

PURPOSE

To ensure a positive and smooth transition from Part C to Part B services, that encourages continuity of programs and the provision of services to young children with disabilities and their families on an uninterrupted basis

DATA SOURCES

Part C

- NE Family Survey Question 19
- Parent Survey Question 11
- Early Intervention Service Provider and Service Coordinators Survey Questions 23, 24, 25, and 26
- Early Intervention Planning Region Team Survey Questions 23 and 24
- Nebraska State Performance Plan Part C Indicator 8

- **Student File Review:**
 - 51-007.16 A
 - 51-007.16A1
 - 51-007.16A2
 - 51-007.16A3
 - 51-007.16C
 - 51-007.16C1

METHOD

Part C

NE Family Survey Question 30 _____%

Parent Survey Question 11 _____%

Service Provider and Service Coordinators Question 23 _____%

Service Provider and Service Coordinators Question 24 _____%

Service Provider and Service Coordinators Question 25 _____%

PRT Question 23 _____%

PRT Question 24 _____%

Percentage of implementation based on Student File Review:

51-007.16A _____%

Part C SPP Indicator 8

Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community by their third birthday including:

- A. IFSPs with transition steps and services;*
- B. Notification to LEA, if child potentially eligible for Part B; and*
- C. Transition conference, if child potentially eligible for Part B.*

FFY	SPP Target	School District %	Target Met	
			Yes	No
<i>2005-2006</i>	<i>100%</i>			
<i>2006-2007</i>	<i>100%</i>			
<i>2007-2008</i>	<i>100%</i>			
<i>2008-2009</i>	<i>100%</i>			
<i>2009-2010</i>	<i>100%</i>			
<i>2010-2011</i>	<i>100%</i>			

GENERAL SUPERVISION

INQUIRY 8

Does the district have effective general supervision practices in place to assure the provision of early intervention services and a free appropriate public education to children and youth with disabilities? Does the district submit state and federal reports in a timely manner?

Components

- 8A. Are appropriate special education and related services provided to students with disabilities served in settings not determined by the IEP team? (Correctional facilities, Juvenile Detention Centers, etc.)*
- 8B. Are appropriate early intervention services and special education and related services provided to children and youth with disabilities placed by the school district in out-of-district placements?*
- 8C. Does the district have a plan/process to annually assess the qualifications of its teaching staff and related service personnel? How does the plan address staff not fully/appropriately endorsed and/or highly qualified?*
- 8D. Does the district report data to the Nebraska Department of Education in a timely and accurate manner?*
- 8E. Does the district complete corrective action plans (CAPs) within the prescribed timelines, not to exceed one year from discovery, for incidences of noncompliance identified through file reviews, complaints and due process hearings?*

Analysis

- Is there a sufficient number of survey responses to gather reliable data?*
- Is there agreement among the data sources? If not, what accounts for the differences?*
- Do the district policies and procedures provide a method that is reasonably calculated to ensure the provision of a free appropriate public education to students in juvenile and youth correctional facilities?*
- Is the district policy designed to ensure appropriate services to children with disabilities placed out-of-district?*
- Based on the total number of staff, are there sufficient numbers of staff in place to serve the district's children?*
- Is there a plan operating within the district to monitor the qualifications of the teaching staff and related service personnel on an annual basis?*
- Is there evidence that the district provides support and training to staff and related services personnel to assist them in meeting the requirements of Nebraska's HOUSSSE, or to complete requirements for highly qualified?*
- Based on qualified staffing rate, is there appropriate certified staff to provide services?*
- Is there a reliance on staff teaching out of endorsed areas to meet student needs? If so, what is being done to retain and support staff moving forward toward full certification with proper endorsement and obtaining NCLB highly qualified staff?*
- Is there evidence that the district is late in submitting reports to the State.*
- Is there evidence that the data and information in the district's reports is valid and accurate?*
- Is there evidence, either through written correspondence or electronic communication, the district's corrective action plan(s) (CAP(s)) was completed within the designated timeline*

Rating – Inquiry 8

<i>Part B – Special Education and Related Services</i>				<i>Part C – Early Intervention</i>			
<i>Strength</i>	<i>Meets Requirements</i>	<i>Needs Assistance</i>	<i>Needs Improvement</i>	<i>Strength</i>	<i>Meets Requirements</i>	<i>Needs Assistance</i>	<i>Needs Improvement</i>
<i>Rationale for Rating:</i>				<i>Rational for Rating:</i>			

Note: If this Inquiry is rated “Not Acceptable”, an improvement plan/strategy must be developed.

GENERAL SUPERVISION

COMPONENT 8A

Are appropriate special education and related services provided to students with disabilities served in settings not determined by the IEP team? (Correctional Facilities, Juvenile Detention Centers, etc.)

PURPOSE

To ensure that policies and procedures are in place to provide FAPE to students with disabilities in juvenile and adult correctional facilities in the state

DATA SOURCES

Part B

- Staff Survey Question 20 and 21
- Review of district policies and procedures related to incarcerated youth
 - 51-013.02
 - 51-013.02F
- Student File Review

51-007.03	51-007.03A
51-007.03A1	51-007.03A2
51-007.03A3	51-007.03A4
51-007.03A5	51-007.03A6
51-007.03A7	51-007.03A8
51-007.03A9	51-007.03A11
51-007.03A12	51-007.07A
51-007.07A1	51-007.07A1a
51-007.07A1b	51-007.07A1c
51-007.07A9	51-007.07B
51-007.07B1	51-007.07B2
51-007.07B3	51-007.074
51-007.07B5	51-007.07B6
51-007.07B7	

METHOD

Part B

Calculate the percent of positive responses for each survey question by dividing the number of positive responses (1 and 2) by the total number of positive and negative responses (1, 2, 3, and 4).

Staff Survey Question 20:	_____	%
Staff Survey Question 21:	_____	%

Results of the review of district's policies and procedures to determine whether the district has procedures in place to provide a free appropriate public education to incarcerated youth:

51-013.02	_____	%
51-013.02F	_____	%

Percentage of implementation based on **Student File Review**:

Note: Use only those regulations printed (bold and caps) in the white areas to determine percentage of implementation.

51-007.03	_____	%
51-007.07A	_____	%

GENERAL SUPERVISION

COMPONENT 8B

Are appropriate early intervention services and special education and related services provided to children and youth with disabilities placed by the school district in out-of-district placements?

PURPOSE

To ensure that children and youth placed in out-of-district placements receive early intervention services and special education and related services as determined by the IFSP/IEP team

DATA SOURCES

Part B

- District policies regarding out-of-district placements of children with disabilities
- Staff Survey Question 21
- SPP Part B Indicator 5, Data Element C
- **Policy/Procedure Review:**
 - 51-013.02
 - 51-015.01A
- **Student File Review:**
 - 51-007.07A
 - 51-007.07A1 51-007.07A1a
 - 51-007.07A1b
 - 51-007.07A9 51-007.07B
 - 51-007.07B1 51-007.07B2
 - 51-007.07B3 51-007.07B4
 - 51-007.07B5 51-007.07B6
 - 51-007.07B7

Part C

- Early Intervention Service Provider and Service Coordinators Survey Question 16
 - Early Intervention Planning Region Team Survey Question 17
 - Student File Review: 51-007.12B, 71-007.12B1, 51-007.12B2, 51-007.12B3, 51-007.12B4, 51-007.12B5, 51-007.12B6, 51-007.12B7, 51-007.12B8, 51-007.12B9, 51-007.12B10
-

METHOD

Does the district have any students placed out-of-district by an IFSP/IEP Team?

[] No

[] Yes – Number of children placed out-of-district _____

Calculate the percent of positive responses for each survey question by dividing the number of positive responses (1 and 2) by the total number of positive and negative responses (1, 2, 3, and 4).

Part B

Staff Question 21 _____ %

Policy/Procedure Review

District has appropriate method for implementation:

51-013.02 Y___ N___

51-015.01A

Y ____ N ____

Percentage of implementation based on **Student File Review**:

Note: Use only those regulations printed (bold and caps) in the white areas to determine percentage of implementation.

51-007.07A

_____%

Part C

Service Provider and Service Coordinators Question 16

_____%

PRT Question 17

_____%

Percentage of implementation based on **Student File Review**:

Note: Use only those regulations printed (bold and caps) in the white areas to determine percentage of implementation.

51-007.12B

_____%

GENERAL SUPERVISION

COMPONENT 8C

Does the district have a plan/process to annually assess the qualifications of its teaching staff and related services personnel? How does the plan address staff who are not fully/appropriately endorsed and/or highly qualified?

PURPOSE

To ensure that an adequate number of appropriately qualified personnel are employed to meet the needs of children with disabilities.

DATA SOURCES

Part B

- State and Local Personnel Reports
- Parent Survey Questions 18 and 19
- Staff Survey Questions 15, 16, and 22

Part C

- Early Intervention Family Survey Questions 27, 28, and 29
 - Early Intervention Service provider and Service Coordinators Survey Question 10
 - Early Intervention Planning Region Team Survey Question 11
-

METHOD

Did the district receive the NDE No Child Left Behind (Teachers assigned out of endorsed areas or level) Report that included special education staff positions?

Yes _____

No _____

If yes, develop/review district plan to assist staff becoming 100% fully/appropriately endorsed and/or highly qualified.

Calculate the percent of positive responses for each survey question by dividing the number of positive responses (1 and 2) by the total number of positive and negative responses (1, 2, 3, and 4)

Part B

Parent Survey Question 18: _____ %

Parent Survey Question 19: _____ %

Part C

EI Family Question 27: _____ %

EI Family Question 28: _____ %

EI Family Question 29: _____ %

Service Provider/Service Coordinator Question 10: _____ %

PRT Survey Question 11: _____ %

GENERAL SUPERVISION

COMPONENT 8D

Does the district report data to the Nebraska Department of Education in a timely and accurate manner?

PURPOSE

To ensure that the data submitted by school districts is timely and accurate.

DATA SOURCES

Part B

- *SEIS/NSSRS Snapshot Dates*
 - *Discipline Report Due Date*
 - *Grant Applications Due Dates*
-

METHOD

Part B and Part C

Mark "Yes" or "No" for each of the following questions.

Did the school district submit SEIS/NSSRS Snapshot information to the Nebraska Department of Education within 10 Days of the Snapshot dates?

<i>Data Submission</i>	<i>Submission Date</i>	<i>Yes</i>	<i>No</i>
<i>SEIS End of Year Count</i>	<i>June 30</i>		
<i>NSSRS Child Count</i>	<i>October 1</i>		

Did the school district submit the following reports to the Nebraska Department of Education by the submission date?

<i>Data Submission</i>	<i>Submission Date</i>	<i>Yes</i>	<i>No</i>
<i>Discipline Report</i>	<i>June 30</i>		
<i>Final Financial – Below Age 5</i>	<i>October 1</i>		
<i>Final Financial – School Age</i>	<i>October 1</i>		
<i>Transportation</i>	<i>September 30</i>		
<i>Enrollment/Poverty</i>	<i>November 1</i>		
<i>Post School Outcomes</i>	<i>Deadline established by NDE</i>		

Did the school district submit their Assessment Results to the Nebraska Department of Education by their deadlines?

<i>Data Submission</i>	<i>Submission Date</i>	<i>Yes</i>	<i>No</i>
<i>Math Assessment</i>	<i>June 30</i>		
<i>Reading Assessment</i>	<i>June 30</i>		
<i>Writing Assessment</i>	<i>Deadline established by NDE</i>		

GENERAL SUPERVISION

COMPONENT 8E

Does the district complete corrective action plans (CAPs) within the prescribed timelines, not to exceed one year from discovery, for incidences of noncompliance identified through the file review process, the complaint process and due process hearings?

PURPOSE

To ensure that school districts are completing corrective action plans (CAPs) within specified timeline, not to exceed one year after the identification of incidences of noncompliance.

DATA SOURCES

Part B and Part Provision of FAPE File Reviews Results, CAP, Closeout Letter of completion of CAP Complaints – Letter of Findings, CAP and Complaint Closeout Letter

Due Process Hearings – Hearing Officer’s Written Decision, CAP, CAP Closeout Letter

Part B SPP Indicator 15

Part C SPP Indicator 9

Part B and Part Provision of FAPE File Reviews Results, CAP, Closeout Letter of completion of CAP

Complaints – Letter of Findings, CAP and Complaint Closeout Letter

Due Process Hearings – Hearing Officer’s Written Decision, CAP, CAP Closeout Letter

Attachments

Attachment A

Surveys

***Part B: Parent Survey
 Staff Survey***

***EDN: Family Survey
 Service Provider and Service
 Coordinator Survey
 Planning Region Team Survey***

Part B Parent Survey

IMPROVING LEARNING FOR CHILDREN WITH DISABILITIES

LOCAL SELF-ASSESSMENT

Special Education

Nebraska Parent Survey for Pre-School and School-Aged Children With Disabilities

➤ TO PARENTS OF STUDENTS WITH SPECIAL NEEDS AGES 3 THROUGH 21 YEARS IN

School District, NEBRASKA:

➤ Your help is needed to improve the special education services in our schools. This survey asks for your opinions about the quality of services provided through our school district to your child with special needs. You can help us assess the special education services provided to your child by answering the questions in this survey. Please base your answers on your own personal experiences. All surveys are confidential. You do not need to put your name on this form.

➤ Please take a few minutes to answer the questions on this form and return it within two weeks. If you have questions about this survey, please contact _____ at _____

Today's Date

(date you completed this survey)

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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The next items ask how strongly you agree or disagree with statements about your experiences with your child's special education. For each item, please mark the answer that best describes your experience or feelings. If the statement does not apply to your situation, please fill in #6. "Does Not Apply."

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know	Does Not Apply
5. Before my child was referred for special education services, the teachers and school tried different ways to help my child in the general education classroom.	1	2	3	4	5	6
6. When my child was first evaluated for special education, the evaluation addressed all concerns raised by me and other team members.	1	2	3	4	5	6
7. The results of my child's assessments or evaluations were explained to me in ways I understood.	1	2	3	4	5	6
8. I have received information from my school or school district about my family's rights (such as due process or procedural safeguards) and the services that my child is entitled to receive.	1	2	3	4	5	6
9. I have received information about special education for my child in my native language.	1	2	3	4	5	6
10. I understand my family's legal rights under special education law.	1	2	3	4	5	6
11. When my child moved from the Early Intervention Program to the Preschool Program, there were no breaks in services and no services were stopped.	1	2	3	4	5	6
12. As a member of the Individualized Education Program (IEP) team, I have a say in decisions about the special education and related services that my child receives.	1	2	3	4	5	6
13. My child's Individualized Education Program (IEP) team offers me real choices.	1	2	3	4	5	6
14. I feel that members of my child's Individualized Education Program (IEP) team treat me as an equal part of the team.	1	2	3	4	5	6
15. Meetings are conducted in our native language, or sign language interpreters are provided.	1	2	3	4	5	6
16. Individualized Education Program (IEP) meetings about my child's education program are held at a place and time convenient for my family.	1	2	3	4	5	6
17. At Individualized Education Program (IEP) meetings, we talk about whether my child needs special education services during the summer or other times when school is not in session.	1	2	3	4	5	6
18. My child's teachers know a lot about his/her specific disability and how to work with him/her.	1	2	3	4	5	6

Please Continue On Next Page

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know	Does Not Apply
➤ 19. The number of students in my child's classes permits teachers and related service providers to meet my child's needs.	1	2	3	4	5	6
➤ 20. I feel like my child is included in the general education classroom as much as is appropriate for his/her needs.	1	2	3	4	5	6
➤ 21. My child is not removed from the general education classroom just because of needed accommodations or modifications.	1	2	3	4	5	6
➤ 22. My child's teachers or the school provides all accommodations or modifications included in my child's Individualized Education Program (IEP).	1	2	3	4	5	6
➤ 23. My child participates in some academic classes (math, reading, etc.) with children who do not have disabilities.	1	2	3	4	5	6
➤ 24. My child has opportunities to participate in school activities such as clubs, sports, field trips, and assemblies.	1	2	3	4	5	6
➤ 25. If my child's behavior interferes with his/her learning or the learning of others, the Individualized Education Program (IEP) team talks about ways to address my child's behavior.	1	2	3	4	5	6
➤ 26. My child is receiving appropriate special education and related services designed to meet his/her individual needs.	1	2	3	4	5	6
➤ 27. School personnel respect my family's ethnic and cultural background.	1	2	3	4	5	6
➤ 28. I have all the opportunities I want to be involved in school improvement activities.	1	2	3	4	5	6
➤ 29. My child's special education program is preparing him/her for life after high school.	1	2	3	4	5	6
➤ 30. By my child's 16th birthday, both my child and I were involved in an Individualized Education Program (IEP) meeting to talk about and plan my child's transition from school to other life and work opportunities after leaving school.	1	2	3	4	5	6

Please Continue On Next Page

Strongly Agree **Agree** **Disagree** **Strongly Disagree** **I Do Not Know** **Does Not Apply**

1 **2** **3** **4** **5** **6**

31. Over the past year, special education services have helped me and/or my family be able to evaluate how much progress my child is making.

32. Over the past year, special education services have helped me and/or my family feel that I can get the services and supports that my child and family need.

33. Over the past year, special education services have helped me and/or my family feel more confident in my skills as a parent.

34. Over the past year, special education services have helped me and/or my family participate in typical activities for children and families in my community.

35. Over the past year, special education services have helped me and/or my family keep up friendships for my child and family.

You Have Completed The Survey.

Thank You Very Much For Your Time And Help!

IMPROVING LEARNING FOR CHILDREN WITH DISABILITIES

LOCAL SELF-ASSESSMENT

Special Education Staff Survey

Your help is needed to improve the Special Education programs in our schools. This survey asks for your opinions about the quality of services provided through our school district for children with special needs. Your answers to the survey will help us greatly in our assessment of the system. Please take a few minutes to answer these questions as honestly as you can. All surveys will be completely confidential.

MARKING INSTRUCTIONS

- Use black or blue pen or a number 2 pencil.
- Make dark marks that fill the bubble completely.

- Do not use pens with ink that soaks through the paper.
- Make no stray marks.

CORRECT MARK: ●

INCORRECT MARKS: ○ ✗ ○ ○

Today's Date
(date you completed this survey)

	Day	Year
<input type="radio"/> Jan		
<input type="radio"/> Feb		20
<input type="radio"/> Mar		
<input type="radio"/> Apr		
<input type="radio"/> May		
<input type="radio"/> Jun		
<input type="radio"/> Jul		
<input type="radio"/> Aug		
<input type="radio"/> Sep		
<input type="radio"/> Oct		
<input type="radio"/> Nov		
<input type="radio"/> Dec		

In what level of school do you
PRIMARY teach or work?
(MARK ONLY ONE)

- ☐ Preschool
- ☐ Elementary
- ☐ Middle School
- ☐ High School

What is your position?
(MARK ONLY ONE)

- ☐ General Education Administration
- ☐ Special Education Administration
- ☐ General Education Staff
- ☐ Special Education Staff
- ☐ Related Service Provider

The next items ask how strongly you agree or disagree with statements about your experiences with children in special education. For each item, please mark the answer that best describes your experience or feelings. If the statement does not apply to your situation, please mark "#6 Does Not Apply."

- 6= Does Not Apply
- 5= I Do Not Know
- 4= Strongly Disagree
- 3= Disagree
- 2= Agree
- 1= Strongly Agree

- General education interventions are implemented to address areas of concern and assist children with disabilities in the general education environment before children are referred for initial evaluation for special education.
- During the initial evaluation for special education, children are assessed in all areas of concern raised by the student assistance team and by the parents.
- Parents of children with disabilities receive information about their family's legal rights (such as due process, procedural safeguards) and the services that their child is entitled to receive.
- All notices and parent's rights documents are provided to the parents in their native language.
- Meetings with parents are conducted in their native language, or sign language interpreters are provided.

1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6

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County/District No. _____

Please Continue On Next Page →



NEBRASKA FAMILY SURVEY

To: Families of Children with Disabilities Ages Birth to 3

➤ This is a survey for families receiving Early Intervention services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. If you have more than one child receiving Early Intervention services, think of the oldest child (age 3 or younger) when responding. You may skip any item that you feel does not apply to your family.

Place Bar Code Label Here

MARKING INSTRUCTIONS

- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Mark dark marks that fill the bubble completely.
- Make no stray marks.

INCORRECT: ✕

CORRECT: ●

- A. Child's age at time of survey completion: B. How long have you and your child been receiving Early Intervention services? C. Child's race/ethnicity: D. Do you have a Service Coordinator?

- ☐ Birth to 1 year (birth-12 months)
☐ 1-2 years (13-24 months)
☐ 2-3 years (25-36 months)
☐ 3+ years (over 36 months)

- ☐ Less than 6 months
☐ 6-12 months
☐ 13-24 months
☐ 25-36 months
☐ 36+ months

- ☐ White
☐ Black or African American
☐ Hispanic or Latino
☐ Asian or Pacific Islander
☐ American Indian or Alaskan Native

- ☐ Yes
☐ No

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PRT No. _____ County/District No. _____
 State: Nebraska

Please Continue on Next Page

Family-Centered Services

1. I was offered help I needed, such as child care or transportation, to participate in the Individualized Family Service Plan (IFSP) meeting(s).

2. I was asked whether I wanted help in dealing with stressful situations.

3. I was given choices concerning my family's services and supports.

4. My family's daily routines were considered when planning for my child's services.

5. I have felt part of the team when meeting to discuss my child.

6. The services on our IFSP have been provided in a timely way.

7. When my child was first evaluated, all concerns raised by me and other Individualized Family Services Plan (IFSP) team members were addressed.

8. My child receives services with children without disabilities of the same age.

9. My child receives services throughout the year, including during the summer months, if needed.

My family was given information about:

10. - modifications of routines, activities, and the physical setting that would help my child.

11. - the rights of parents regarding Early Intervention services.

12. - community programs that are open to all children.

13. - organizations that offer support for parents of children with disabilities.

14. - how to participate in different programs and services in the community.

15. - opportunities for my child to play with other children.

16. - how to advocate for my child and my family.

17. - whom to call if I am not satisfied with the services my child receives.

18. Written information I receive is written in an understandable way.

	Very strongly disagree	Strongly disagree	Disagree	Agree	Strongly agree	Very strongly agree
1. I was offered help I needed, such as child care or transportation, to participate in the Individualized Family Service Plan (IFSP) meeting(s).	1	2	3	4	5	6
2. I was asked whether I wanted help in dealing with stressful situations.	1	2	3	4	5	6
3. I was given choices concerning my family's services and supports.	1	2	3	4	5	6
4. My family's daily routines were considered when planning for my child's services.	1	2	3	4	5	6
5. I have felt part of the team when meeting to discuss my child.	1	2	3	4	5	6
6. The services on our IFSP have been provided in a timely way.	1	2	3	4	5	6
7. When my child was first evaluated, all concerns raised by me and other Individualized Family Services Plan (IFSP) team members were addressed.	1	2	3	4	5	6
8. My child receives services with children without disabilities of the same age.	1	2	3	4	5	6
9. My child receives services throughout the year, including during the summer months, if needed.	1	2	3	4	5	6
10. - modifications of routines, activities, and the physical setting that would help my child.	1	2	3	4	5	6
11. - the rights of parents regarding Early Intervention services.	1	2	3	4	5	6
12. - community programs that are open to all children.	1	2	3	4	5	6
13. - organizations that offer support for parents of children with disabilities.	1	2	3	4	5	6
14. - how to participate in different programs and services in the community.	1	2	3	4	5	6
15. - opportunities for my child to play with other children.	1	2	3	4	5	6
16. - how to advocate for my child and my family.	1	2	3	4	5	6
17. - whom to call if I am not satisfied with the services my child receives.	1	2	3	4	5	6
18. Written information I receive is written in an understandable way.	1	2	3	4	5	6

Family-Centered Services (continued)

	Very strongly disagree	Strongly disagree	Disagree	Agree	Strongly agree	Very strongly agree
19. I was given information to help me prepare for my child's transition.	1	2	3	4	5	6
20. It was easy to find out about Early Development Network and Early Intervention services that were available in my community and how to get my child involved with the services.	1	2	3	4	5	6
<i>My Service Coordinator:</i>						
21. - helped me get services like child care, transportation, respite care, or food stamps.	1	2	3	4	5	6
22. - helped me get in touch with other parents for help and support.	1	2	3	4	5	6
23. - asked whether the services my family was receiving were meeting our needs.	1	2	3	4	5	6
24. - gave me information on how to participate in different programs and services in the community.	1	2	3	4	5	6
25. - is available to speak with me on a regular basis.	1	2	3	4	5	6
26. - is knowledgeable and professional.	1	2	3	4	5	6
<i>The Early Intervention Service Provider(s) that work with my child:</i>						
27. - are dependable.	1	2	3	4	5	6
28. - are easy for me to talk to about my child and my family.	1	2	3	4	5	6
29. - are good at working with my family.	1	2	3	4	5	6

Impact of Early Intervention Services on Your Family

Over the past year, Early Intervention services have helped me and/or my family:

30. - participate in typical activities for children and families in my community.	1	2	3	4	5	6
31. - know about services in the community.	1	2	3	4	5	6
32. - improve my family's quality of life.	1	2	3	4	5	6
33. - know where to go for support to meet my child's needs.	1	2	3	4	5	6
34. - know where to go for support to meet my family's needs.	1	2	3	4	5	6
35. - get the services that my child and family need.	1	2	3	4	5	6

Impact of Early Intervention Services on Your Family (continued)

Over the past year, Early Intervention services have helped me and/or my family (continued):

	Very strongly disagree	Strongly disagree	Disagree	Agree	Strongly agree	Very strongly agree
36. - feel more confident in my skills as a parent.	1	2	3	4	5	6
37. - keep up friendships for my child and family.	1	2	3	4	5	6
38. - make changes in family routines that will benefit my child with special needs.	1	2	3	4	5	6
39. - be more effective in managing my child's behavior.	1	2	3	4	5	6
40. - do activities that are good for my child even in times of stress.	1	2	3	4	5	6
41. - feel that I can get the services and supports that my child and family need.	1	2	3	4	5	6
42. - understand how the Early Intervention system works.	1	2	3	4	5	6
43. - be able to evaluate how much progress my child is making.	1	2	3	4	5	6
44. - feel that my child will be accepted and welcomed in the community.	1	2	3	4	5	6
45. - feel that my family will be accepted and welcomed in the community.	1	2	3	4	5	6
46. - communicate more effectively with the people who work with my child and family.	1	2	3	4	5	6
47. - understand the roles of the people who work with my child and family.	1	2	3	4	5	6
48. - know about my child's and family's rights concerning Early Intervention services.	1	2	3	4	5	6
49. - do things with and for my child that are good for my child's development.	1	2	3	4	5	6
50. - understand my child's special needs.	1	2	3	4	5	6
51. - feel that my efforts are helping my child.	1	2	3	4	5	6
52. Since my child began receiving Early Intervention services, he/she has made visible progress in his/her development and functions at a higher level.	1	2	3	4	5	6
53. I have the opportunity to be involved in committee work to improve services for Early Intervention.	1	2	3	4	5	6

Page 4 of 4

Thank you for your participation.



NEW ILCD Survey 2004

SERVICE PROVIDERS AND SERVICE COORDINATORS SURVEY LOCAL SELF-ASSESSMENT

Today's Date
(date you completed this survey)

	Day	Year
<input type="radio"/> Jan		
<input type="radio"/> Feb	2	0
<input type="radio"/> Mar	0	0
<input type="radio"/> Apr	1	1
<input type="radio"/> May	2	2
<input type="radio"/> Jun	3	3
<input type="radio"/> Jul	4	4
<input type="radio"/> Aug	5	5
<input type="radio"/> Sep	6	6
<input type="radio"/> Oct	7	7
<input type="radio"/> Nov	8	8
<input type="radio"/> Dec	9	9

To: Providers and Services Coordinators of Early Intervention
Services to Children with Disabilities ages 0-3 in Nebraska.

We are conducting a local self-assessment of early intervention services provided through the Early Development Network. This survey asks your opinions about the quality of services provided to children and families. Your answers to the survey will help us greatly in our assessment of the system. Please take a few minutes to answer these questions as honestly as you can. All surveys will be kept completely confidential.

MARKING INSTRUCTIONS

- Use black or blue pen or a number 2 pencil.
- Do not use pens with ink that soaks through the paper.
- Make dark marks that fill the bubble completely.
- Make no stray marks.

CORRECT MARK: ●

INCORRECT MARKS: ☒ ☓ ☙ ☚

I. Please mark ONLY ONE.

- | | | | |
|--|--|--|--|
| <input type="radio"/> Services Coordinators/Supervisor | <input type="radio"/> Services Provider (e.g.) | <input type="radio"/> Other agency providers | <input type="radio"/> Psychology |
| | <input type="radio"/> PT | <input type="radio"/> Early Head Start | <input type="radio"/> Hearing |
| | <input type="radio"/> OT | <input type="radio"/> Social Service | <input type="radio"/> Nursing |
| | <input type="radio"/> SLP | <input type="radio"/> Respite | <input type="radio"/> Assistive Technology |
| | <input type="radio"/> Early Childhood | <input type="radio"/> Childcare | <input type="radio"/> Parent Support |
| | <input type="radio"/> Administrator | <input type="radio"/> Nutrition | <input type="radio"/> Transportation |

II. Please indicate your level of agreement with each of the following statements by marking the answer that best reflects your views. If a statement does not apply to your situation, please mark #6, Does Not Apply.

6= Does Not Apply	5= Don't Know	4= Strongly Disagree	3= Somewhat Disagree	2= Somewhat Agree	1= Strongly Agree
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6

- Referrals to early intervention services are occurring soon enough for infants and toddlers and their families to benefit fully from the program.
- Materials about services for infants and toddlers are available to parents in their native language.
- The IFSP meeting is helpful to families.
- Families are given information about all services available to them.
- Parents are invited to be actively involved in determining appropriate programs for their children and families.

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County/District No. _____ PRT No. _____

Please Continue On Next Page

6. Parents receive information about their family's legal rights (such as due process, procedural safeguards).	1	2	3	4	5	6
7. Notices and parents' rights documents are provided to the parents in their native language.	1	2	3	4	5	6
8. Children who do not qualify are connected to other services.	1	2	3	4	5	6
9. The size of my caseload enables me to provide appropriate early intervention services that meet the needs of families and children.	1	2	3	4	5	6
10. I have been given adequate training and support so that I have the skills and knowledge necessary to serve infants and toddlers with disabilities and their families.	1	2	3	4	5	6
11. Services that families and children need are provided in their community.	1	2	3	4	5	6
12. Children and families have access to a diversity of services and supports.	1	2	3	4	5	6
13. Children receive services in home or community-based settings.	1	2	3	4	5	6
14. Children receive services in programs designed for typically developing peers when appropriate.	1	2	3	4	5	6
15. Families in the program are reflective of the community (ethnic and cultural diversity).	1	2	3	4	5	6
16. Children placed by the district in out-of-district placements receive appropriate early development services.	1	2	3	4	5	6
17. All families have an opportunity to speak to a service coordinator.	1	2	3	4	5	6
18. Service coordinators make the delivery of services easier for families and providers.	1	2	3	4	5	6
19. All services are provided continuously year-round at the same regularity for infants and toddlers.	1	2	3	4	5	6
20. Gaps in early intervention services are addressed regularly in the Planning Region Team meetings.	1	2	3	4	5	6
21. Parents of children with disabilities are invited to participate in state and local self-assessments and program improvement activities.	1	2	3	4	5	6
22. Children receiving early intervention services demonstrate improved and sustained functional abilities.	1	2	3	4	5	6
23. Children and their families are provided a seamless transition process.	1	2	3	4	5	6
24. Children leaving the program receive the services they need after leaving.	1	2	3	4	5	6
25. Families are prepared to coordinate their own services at the time when their child is no longer eligible.	1	2	3	4	5	6
26. There is a collaborative relationship between the school district and the service coordinator.	1	2	3	4	5	6
27. Local and State early intervention services programs work well together.	1	2	3	4	5	6
28. The Planning Region Team collaborates to improve early intervention services system in the region.	1	2	3	4	5	6
29. The Early Childhood Interagency Coordinating Council provides feedback to the Planning Region Team.	1	2	3	4	5	6



PLANNING REGION TEAM (PRT) SURVEY

LOCAL SELF-ASSESSMENT

To: Members of Planning Region Teams for Early
Development Network in Nebraska

We are conducting a local self-assessment of early intervention services provided through the Early Development Network. This survey asks your opinions about the quality of services provided to children and families. Your answers to the survey will help us greatly in our assessment of the system. Please take a few minutes to answer these questions as honestly as you can. All surveys will be kept completely confidential.

Today's Date
(date you completed this survey)

	Day	Year
<input type="radio"/> Jan		
<input type="radio"/> Feb	2	0
<input type="radio"/> Mar	0	0
<input type="radio"/> Apr	1	1
<input type="radio"/> May	2	2
<input type="radio"/> Jun	3	3
<input type="radio"/> Jul	4	4
<input type="radio"/> Aug	5	5
<input type="radio"/> Sep	6	6
<input type="radio"/> Oct	7	7
<input type="radio"/> Nov	8	8
<input type="radio"/> Dec	9	9

MARKING INSTRUCTIONS

- Use black or blue pen or a number 2 pencil.
- Make dark marks that fill the oval completely.

- Do not use pens with ink that soaks through the paper.
- Make no stray marks.

CORRECT MARK: ●

INCORRECT MARKS: ○ × ● ○

Please indicate your level of agreement with each of the following statements by marking the answer that best reflects your views. If a statement does not apply to your situation, please mark #6, Does Not Apply.

- 6= Does Not Apply
5= Don't Know
4= Strongly Disagree
3= Somewhat Disagree
2= Somewhat Agree
1= Strongly Agree

1. Planning Region Team members and other service providers in the region are collaborating on public awareness and Child Find efforts.
2. Public awareness and Child Find efforts are adequate to generate referrals.
3. Children are identified at birth or as soon as possible, when appropriate.
4. Materials about services for infants and toddlers are available to parents in their native language.
5. The IFSP meeting is helpful to families.
6. Families are given information about all services available to them.

1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6

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PRT No. _____

Please Continue On Next Page →

NDE 06-087 (Page 2 of 2)
NEW ILCD Survey 2/04

6= Does Not Apply

5= Don't Know

4= Strongly Disagree

3= Somewhat Disagree

2= Somewhat Agree

1= Strongly Agree

7. Parents are invited to be actively involved in determining appropriate services for their children and families.	1	2	3	4	5	6
8. Parents receive information about their family's legal rights (such as due process, procedural safeguards).	1	2	3	4	5	6
9. Notices and parents' rights documents are provided to the parents in their native language.	1	2	3	4	5	6
10. The size of provider caseloads enables service providers to provide appropriate early intervention services that meet the needs of families and children.	1	2	3	4	5	6
11. The staff providing early intervention services to infants and toddlers have appropriate qualifications.	1	2	3	4	5	6
12. Services that families and children need are provided in their community.	1	2	3	4	5	6
13. Children and families have access to a diversity of services and supports.	1	2	3	4	5	6
14. Children receive services in home or community-based settings.	1	2	3	4	5	6
15. Children receive services in programs designed for typically developing peers when appropriate.	1	2	3	4	5	6
16. Families in the program are reflective of the community (ethnic and cultural diversity).	1	2	3	4	5	6
17. Children placed by the district in out-of-district placements receive the appropriate early intervention services.	1	2	3	4	5	6
18. All families have an opportunity to speak to a services coordinator.	1	2	3	4	5	6
19. Early intervention services are provided year-round without interruption or other changes for reasons unrelated to the child's needs such as service provider availability or scheduling.	1	2	3	4	5	6
20. Services coordinators make delivery of services easier for families and providers.	1	2	3	4	5	6
21. Children receiving early intervention services demonstrate improved and sustained functional abilities.	1	2	3	4	5	6
22. Parents of children with disabilities are invited to participate in state program improvement activities for the Early Development Network.	1	2	3	4	5	6
23. Children and their families are provided a seamless transition process.	1	2	3	4	5	6
24. Families are prepared to coordinate their own services at the time when their child is no longer eligible to receive intervention services.	1	2	3	4	5	6

*Thank You Very Much For Completing This Survey!***PLEASE RETURN IN THE SELF-ADDRESSED ENVELOPE**

Attachment B

NDE Review Form

Nebraska Department of Education

Improving Learning for Children with Disabilities (ILCD) Review

County/District #:

NDE Reviewer(s):

Date of ILCD Review:

School District Name:

ILCD ESU Facilitator(s):

ILCD Team Chairperson:

This review was a part of a NDE Integrated Visit or School Improvement Onsite visit.	YES	NO

Phase 1 – Planning

The School District has developed and maintains an ILCD Committee, either as a stand-alone committee, or as part of its larger School Improvement Committee	YES	NO

ILDC Committee Members

School Administrators		Special Program Teachers (Title I, ESL, OT, etc.)		Early Childhood Teachers/Providers	
Special Education Teachers		Parents		Students	
General Education Teachers		Community Agencies (HHS, Private Contractors, etc.)		Other	

Training and Activities: The following is a list of training/activities attended by ILCD committee members to strengthen the ILCD process. This list is not meant to be all-inclusive:

Phase 2 – Completed Self Assessment

Inquiries	Performance Rating					Correlated to Data	
		Strength	Meets Requirements	Needs Assistance	Needs Improvement	YES	NO
Inquiry 1	Part B						
	Part C						
Inquiry 2	Part B						
	Part C						
Inquiry 3	Part B						
	Part C						
Inquiry 4	Part B						
	Part C						
Inquiry 5	Part B						
	Part C						
Inquiry 6	Part B						
	Part C						
Inquiry 7	Part B						
	Part C						
Inquiry 8	Part B						
	Part C						

Development Of ILCD Growth/Improvement Plans

Any ILCD Inquiry rated as “Needs Assistance” or “Needs Improvement” requires the district ILCD team to write a Growth Action Plan (GAP) to address those Inquiries. That plan has been attached to this report.

If all ILCD Inquires are rated as “Strength” or “Meets Requirements”, a Growth Action Plan (GAP) is not required. However, the team is encouraged to consider areas for growth. A GAP may be written and attached here if provided.

(See attached Growth or Improvement Plans)

Attachment C

Impact Areas

Integration of Impact Areas

Improving Learning for Children with Disabilities (ILCD) Inquiries and State Performance Plan (SPP) Indicators

IMPACT AREA 1: Improving academic achievement, functional outcomes and child outcomes in natural and inclusive environments

SPP	PART B	ILCD	SPP	PART C	ILCD
B-1: B-3:	Graduation Rates NESA Assessment	3C: Graduation Rates 5A: Assessment, NESA Participation 5B: Assessment, NESA Performance	C-1: C-2: C-3:	Timely Service Delivery Settings Early Childhood Outcomes	2C: Evaluation timelines 6C: Natural Environments 3B: Child Outcomes, Participation /Progress through Accommodations/ Modifications in all settings 5D: Results Matter Participation 2C: Evaluation Timelines
B-5: B-6: B-7: B-9: B-10:	LRE Placement Preschool Settings Early Childhood Outcomes Disproportionality-Race Ethnicity Disproportionality-Race Ethnicity	6A: LRE Placement 6B: Inclusive Preschool Settings 5C: Results Matter Participation 2D: Disproportionality Race/Ethnicity 2E: Disproportionality Disability Category 3A: Appropriate Services 3E: Extended School Year 3F: Services Birth-3 8A: Out of Home Placements 8B: Out of District Placements 8C: Personnel Qualifications	C-7:	Evaluation and IFSP	

IMPACT AREA 2: Improving communication and relationships among families, schools, communities and agencies

SPP	PART B	ILCD	SPP	PART C	ILCD
B-2: B-4:	Drop out Rates Suspension/Expulsion Rates	3D: Dropout Rate 4B: Suspension/Expulsion Rates 4A: Behavior Supports	C-4: C-5: C-6:	Family Outcomes ChildFind, Birth-1 ChildFind, Birth-3	1B: Family-centered Practices 2A: ChildFind Activities 2A: ChildFind Activities
B-8: B-11:	Parent Involvement ChildFind	1A: Parent Participation 2A: ChildFind Activities 2B: General Interventions			

IMPACT AREA 3: Improving transitions from the Early Development Network to preschool and from school to adult

SPP	PART B	ILCD	SPP	PART C	ILCD
B-12: B-13: B-14:	Part C to B Transition Secondary Transition Post-School Outcomes	7B: Part C-B Transition Services 7A: Secondary Transition 7A: Secondary Transition	C-8:	Early Childhood Transition	7C: Transition Planning C-B

IMPACT AREA 4: Improving accountability and general supervision

SPP	PART B	ILCD	SPP	PART C	ILCD
B-15: B-16: B-17: B-18: B-19: B-20:	Correction of Noncompliance Written Complaints Due Process Hearings Resolution Sessions Mediations Timely and Accurate Data	8E: Correction within one year	C-9: C-10: C-11: C-12: C-13: C-14:	Correction of Noncompliance Written Complaints Due Process Hearings Resolution Sessions Mediations Timely and Accurate Data	8E: Correction within one year 8D: Timely and accurate data

O: Impact Areas/Impact chart 11-09-09 landscape

* Compliance Indicators

Attachment D

Growth/Improvement Action Plan (GAP)

“Please note that the attached form for Action Plans will be replaced with an electronic process for documentation of completion of Corrective Action Plans, Growth Plans and Improvement Plans in the Spring of 2010.”

☐ ILCD Growth Action Plan (GAP)
☐ Integrated with Continuous Improvement

Action Plan

Noncompliance Area(s)/ILCD Inquiry: _____ ILCD Component: _____

CAP Goal/ GAP Goal _____

Improvement Strategy: _____

Activity	Person (s) Responsible	Timeline		Measuring Progress/Outcomes Evaluation Plan	Resources	Staff Development Related to the Goal
		Start	Complete			
1.						
2.						
3.						
Evidence of Success in meeting this CAP/GAP:						